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ABSTRACT

This study examined the academic, social, and institutional variables impacting the persistence and attrition rates of Extended Opportunity Programs and Services (EOP&S) students at Long Beach City College (LBCC) in California during the fall 1997 and spring 1998 semesters. EOP&S was a state-funded program to provide retention services to community college students across California who were identified as low-income and educationally disadvantaged. LBCC ranked fourth in California as the largest EOP&S program, serving 1,900 at-risk community college students. This study examined first-year students with less than 30 semester units in the EOP&S program. A total of 367 student files, 117 surveys, and 14 students' responses from 3 focus group sessions were analyzed. The study reaffirmed that involving students with the college academically helped increase student persistence rates; however, the result of the study did not substantially support that involving students with the college socially would have the same effect. The study provided a student success model for practitioners on how to integrate students more with the college environment. It also proposed intervention strategies for assisting at-risk students to succeed in higher education. (Contains 47 references.) (GC)

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UNIVERSITY OF CALIFORNIA

Los Angeles

Engendering Student Success: A Study of Long Beach City College EOP&S Students

A dissertation submitted in partial satisfaction of the
requirements for the degree Doctor of Education

by

Ricardo E. Perez

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Beverly Lynch

Daniel Solorzano

Patricia McDonough, Committee Chair

University of California, Los Angeles

1999

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Never underestimate human potential in achieving a dream.
Author Unknown

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VITA

June 19, 1958	Born, Guadalajara, Mexico
1981	B.A., Political Science University of California, Los Angeles West Los Angeles, California
1981-1986	Coordinator of Pre-College Programs University of California, Los Angeles West Los Angeles, California
1986-1988	School Relations Officer California State University, Dominguez Hills Carson, California
1988-1996	Director of University Outreach and Information Services California State University, Dominguez Hills Carson, California
1991	M.A., Education—Counseling California State University, Dominguez Hills Carson, California
1996-Current	Director of Extended Opportunities and Programs (EOP&S) and Cooperative Agencies Resources for Education (CARE) Long Beach City College Long Beach, California
1997	Adjunct Faculty, LEARN 11 Long Beach City College Long Beach, California
1999	Adjunct Faculty, Education California State University, Long Beach Long Beach, California
1999	Leadership Long Beach Class of 1999

ABSTRACT OF THE DISSERTATION

Engendering Student Success:
A Study of Long Beach City College
EOP&S Students

by

Ricardo E. Perez

Doctor of Education

University of California, Los Angeles, 1999

Professor Patricia McDonough, Chair

California's legislators and educational policy makers are requiring the community colleges to improve student performance measures (i.e., retention, persistence, and success rates). This study examines the academic, social, and institutional variables impacting the persistence and attrition rates of Extended Opportunity Programs and Services (EOP&S) students at Long Beach City College (LBCC) during the fall 1997 and spring 1998 semesters. California's Code of Regulations, Title 5 governs EOP&S programs statewide to provide retention services to community college students identified as low-income and educational disadvantaged. Title 5 defines "at-risk" as those students challenged by language, socioeconomic, and academic barriers. LBCC ranks fourth in California as the largest EOP&S program serving 1,900 at-risk community college students. The emphasis of this study examines first year students with less than 30 semester units, new to the EOP&S program. The research uses quantitative and qualitative methods to examine attrition and persistence variables and system components impacting EOP&S students. The research analyzes student records across several elements, survey results covering many variables, and comments from students who participated in focus group sessions. Utilizing Tinto (1975) and Astin (1984) as the foundation, these methods assessed external, institutional, program, academic, and social variables. Overall, the study examined 367 student files, 117 surveys, and 14 students' responses from three focus group sessions. The results reaffirmed involving students more with the college—academically, but did not substantially support involving students more with the college—socially. The study also recommends further review of key college components. Based on these findings, the study provides a Student Success Model on how to integrate students more with the college environment and proposes intervention strategies for assisting at-risk students to succeed in higher education.

CHAPTER ONE

INTRODUCTION

In the first week of fall 1997, an event occurred at the beginning of the Long Beach City College (LBCC) semester that dramatically illustrates the predicament faced by many at-risk students who are attending an institution of higher education for the first time While I was occupied with the budget, a staff member interrupted me about an urgent situation with someone outside my office. My colleague's whispers, hand gestures, and serious eye contact indicated that another student problem required an intervention approach. My colleague had met with the student already, but she felt I should hear her story, for the student appeared very upset and told my colleague she wanted to dropout of LBCC.

The African-American woman was in her mid-thirties, a single parent, and a mother of four children. As the director of a state funded program—Extended Opportunity Program & Services (EOP&S), I walked up to her and introduced myself while I shook her hand, and I led her into my office to a chair next to mine. She shared with me her encounter in a study skills' course (LEARN 11) required of all new EOP&S students at LBCC.

That morning, she took her four children to the baby sitter as she embarked on her second day of college. She drove to campus but could not find parking near campus, so she had to park three blocks away. By the time she walked into the classroom ten minutes late, the instructor informed her that she was no longer enrolled in the class. At this announcement, the rest of the class applauded because her tardiness provided an opportunity for another student on the instructor's unofficial waiting list to add the class. The embarrassed student did not know how to respond to the instructor nor the students.

In my office, the student did not shed a teardrop while she discussed other issues pertaining to books and obtaining a part-time job. I noticed that her frustration level escalated as she discussed issues affecting her likelihood of success at LBCC. I addressed each issue carefully. For LEARN 11, I provided her with three options: (1) go back to the instructor and explain her situation and attempt to re-enroll; (2) enroll in another late-starting LEARN 11 class; or (3) enroll in another class to maintain the required 12 units for EOP&S and enroll in LEARN 11 the following semester. I scheduled her, the same day, to meet with an EOP&S counselor to develop her educational plan. I also called the EOP&S coordinator to request a book grant be awarded so that she could buy her remaining books. I shared with her the locations of bulletin boards on campus listing part-time and full-time jobs. I shook her hand, smiled, and said, "I will see you at graduation in two years." She left my office determined to re-enroll in LEARN 11. (I found out later that she succeeded in re-enrolling in the same class.)

Her experience encompasses many areas encountered by first-year students in the matriculation process: admission, assessment, counseling, financial aid, registration, childcare, parking, and others. With 18 years of higher education experience, I have encountered many first-year students who do not understand the matriculation process, get lost in the matriculation steps, or skip a key service office—sometimes resulting in an unsuccessful completion of the term. This particular student probably applied late for admission and financial aid, and unfortunately, experienced an incident in class that almost caused her to withdraw from college. She succeeded in asserting herself by speaking to us about her experience instead of walking out of class, picking up her children and going home — probably never to return to college again.

But how many students drop out of college due to an array of challenges and barriers? What kinds of academic and socioeconomic characteristics ordain students for failure or success? Does the college's political, structural, and cultural dynamics improve or negatively affect students' success? Do colleges need review, modification, or change to better yield accountability for students' success? Are there system deficiencies that drive students to leave the college? For example, can it be the lack of integration and coordination of programs and services, the need for integration and cooperation between academic and student affairs, the lack of innovative and cost-effective programs and services, and/or the limited level of tracking and follow-up capabilities for accountability? These questions and many others have led me to address the issues of student attrition in the community colleges, particularly for the EOP&S program at Long Beach City College.

In simple terms, attrition "…is the cessation of individual student membership in an institution of higher education" (Bean, 1980, p. 157). I will also use attrition and dropout interchangeably throughout this study.

Overview of Chapter One

To understand the ramifications of student attrition in the community colleges, I endeavor to describe the historical context of California's higher education system, the expanding role and structure of the community colleges, and how the community colleges differ in many ways from four-year colleges and universities. By examining the structure and role of the community college system in California, first, I will illustrate how historic, unprecedented events brought new challenges to the community colleges and I will describe recent trends impacting the colleges. Second, I will highlight the ethnic demographics of a changing community in Long Beach, and synthesize the components making up the EOP&S program. Lastly, I will conclude with the problem statement regarding student attrition and introduce the study pertaining to EOP&S students at LBCC.

The Master Plan for Higher Education in California, 1960-1975

> Since 1908, California's community colleges have evolved from extensions of high schools into junior colleges emphasizing transfer and vocational courses and more recently into comprehensive community centers offering broad educational opportunities to meet local educational needs (Condren, 1988:9).

After World War II, California experienced a tremendous growth of military veterans requiring training through higher education. In 1947 and 1954, the Legislature commissioned the Liaison Committee comprised of the State Board of Education and the University of California to survey California's higher education needs. In 1951, the legislature authorized the establishment of four new state universities and the expansion of UC Riverside in 1954 (Condren, 1988). In its second review of California's higher education needs (1954-55), the committee continued to focus on student enrollment increases and legislators' attempts to expand the role of the community colleges into four-year universities or authorize new state universities. Legislators either wanted a new community college or a four year university in their own community. *A Study of the Needs of California in Higher Education (1954-55)* and *A Study of the Needs for Additional Centers of Public Higher Education in California (1957)* recommended delineating the functions of California's higher education system and expanding the number of colleges and universities (Condren, 1988). These reviews set the stage for the establishment of the *Master Plan for Higher Education in California, 1960-1975.*

The review team, under the leadership of Arthur Coons, addressed the issues of student enrollment increases and how to coordinate the systems to avoid redundancy and waste (Condren, 1988). The Master Plan established the framework, functions, and governance structures of California's public higher education systems: the University of California (UC), the California State University (CSU), and the California Community Colleges (CCC). In summary, the Master Plan established open access and tuition free opportunities for Californians, instituted the Coordinating Council for Higher Education, later the Intersegmental Coordinating Council (ICC), and incorporated the admission pools for the UC and CSU.

Under the Master Plan, the University of California serves the top twelve and a half percent of all high school graduating seniors. The UC offers doctoral, master, and bachelor degrees, and primarily focuses on research. Currently, students pay an annual fee in the range of $4,430 to $4,735 to attend one of nine UC campuses (1998-99 UC Admission Booklet).

The California State University serves the top one-third of all high school graduating seniors. Under the Master Plan, the CSU provides master and bachelor degrees and teaching certificates. The CSU functions as a teaching system rather than a research system, and students pay an average state university fee of $1,584 annually to attend one of the 23 CSU campuses (1998-99 CSU Undergraduate Admission Booklet).

Historically serving primarily as a vocational and technical training and transfer system, the CCC converted eventually into an all-purpose system—serving a diverse group of students needing an array of instruction including teaching English as a Second Language (ESL) and basic skills' courses. The community colleges' open admission policy became the primary entry level for many California residents (i.e., a high school graduate or 18 years of age or more). The policy of open access set forth the mission of the California Community Colleges—to provide students access to an affordable, quality education which prepares them for a global economy. In essence, the CCC became the people's college. Currently, California has 107 community colleges, with many satellite campuses dispersed throughout the communities. The CCC serve the remaining 50 percent of all graduating high school seniors, and charges $12.00 a unit. Thus in 1960, the Master Plan confirmed the junior colleges as a member of California's higher education system. Yet through established policies and historical roots with the high schools, the community colleges drastically differ from the UC and CSU.

The California Community Colleges (CCC), 1950-1990

Since the 1950s, the community colleges experienced a series of crises along with periods of growth and stability. As a result of increased enrollment of military veterans in the junior colleges, the enactment of the Master Plan for California's Higher Education, and the U. S. Civil Rights Act of 1964, the community colleges experienced yet another surge in student enrollment in the late 1960s and throughout the 1970s. In the 1960s, the community colleges expanded in numbers and also in new facilities to accommodate the enrollment growth, "... at a rate of 15 percent and more a year (nationwide, enrollments more than doubled between 1963 and 1968)" (Cohen, Brawer, & Associates, 1994, p. 17). In contrast to the CSU and the UC, the junior colleges coexisted with K-12 sharing similar governance structures and funds. The junior colleges had a superintendent share the decision-making powers with the school board members who were elected by the voters in the community.

Until 1979, the local, state, and federal governments provided funds equally to the K-12 and CCC systems. In the 1980s, two major events occurred that affected the community colleges in California. First, California voters approved a state initiative putting a ceiling on local property taxes. Consequently, funding allocation shifted to the state level (Cohen, et al., 1994). Second, shared governance prevailed via the reform legislation—Assembly Bill No. 1725, California Community College—1990 (Cohen, et al., 1994). This shared governance policy empowered the faculty to participate in the decision-making process in the community colleges.

During the 1990s, California's severe budget deficit forced the public, higher educational systems to compete for funds with each other and with other public service agencies (e.g., prisons). "In spring 1992, a $10 billion shortfall was predicted, amounting to a proposed 10 percent budget cut to education in one year" (Cohen, et al., 1994, p. 225). The community colleges responded with statewide enrollment caps and restrictions on hiring and the building of new facilities (Cohen, et al., 1994).

Challenges

Currently, the community college system faces many internal and external challenges. First, the system struggles with low persistence rates. For example, the Chancellor's Office reported a persistence rate of 53.6 percent for full-time students from Fall 1994 to Spring 1995—a little over half continue their enrollment into the next term (EOP&S Program Fact Sheet, April 1996). Second, the CCC has to contend with extended graduation time. "Time to degree has increased because enrollment demands exceed the supply of courses and because the colleges have scheduling problems and irregular course offerings due to the lack of facilities to accommodate the increase of students" (Cohen, et al., 1994, p. 227). Third, the community colleges continue to experience a high turnover rate of community college presidents. Colleges experience an absence of long-term strategic initiatives because new presidents alter the direction set by previous leaders. Fourth, the faculty, still predominantly older and trained in the traditional teaching methods, lack the ability to teach a diverse student population in need of innovative pedagogical approaches. The faculty needs to respond effectively to the diversity of academic and learning skills and languages of all students (Community College League of California [CCLC], April 1996). Fifth, the CCLC projects that community college students in the future will commit themselves less to their educational endeavors due to their efforts in supporting themselves and their families and are likely to participate on an even more part-time basis in higher education. Similarly, students often attend many community colleges as their job and family demands change. Hence, the outlook of the community college student presents problems for the system as a whole: a wide variety of learning abilities, languages, transient students, etc., and "... underrepresented students, for a number of reasons, tend to be at a disadvantage and often withdraw" (CCLC, p. 15). Finally, "with 85 percent of the college budget allotted to salaries, there are virtually no dollars to fund new, creative programs or innovations" (Cohen, et al., 1994, p.221). Community colleges will need proactive approaches in seeking non-traditional sources (e.g., grants). All these attributes constitute concerns for student attrition issues in the system.

In addition, the California Community Colleges (CCC) face a formidable mandated task at five levels (CPEC, Master Plan of California, April 1993; Board of Governors, 1996): to teach English as a Second Language (ESL); to teach students needing remediation and development; to teach and train students in technical and vocational fields; to transfer students to four-year colleges and universities in a short time; and now, to modify and/or create programs tailored to meet the requirements of State's welfare reform (i.e., CALWORKS). Thus, the CCC serve as an all-purpose system, while its sister systems enjoy the status quo through their more selective admissions policies, fee structures, and baccalaureate programs, including impacted majors.

Projected Trends

In addition to the internal and external challenges, the community colleges still have to contend with projected trends that may compound student attrition rates in the future. The Chancellor's Office Research and Analysis Unit conducted an environmental scan of projected trends affecting California's community colleges (Trends of Importance to California Community Colleges, August 1996). One major trend is the projected growth in the college-age population into the next millennium. Labeled as the "baby-boom echo," The CCC Chancellor's Office reports that "... the numbers of 18-24 year olds, ... will start to increase rapidly, beginning 1997 and continuing through 2005" (August 1996, p. 1). Studies indicate that California will see an increase of 20-30 percent in college enrollment due to the increase in the high school graduation rates (Fox, 1992; California Postsecondary Education Commission [CPEC], 1993; Kerr, 1994; CCLC, 1996). Projected increases come from the number of women attending college, ESL students, and graduating high school students (CCLC, 1996). The CCC anticipates an increase of 400,000 more students into the next decade (CCC, Chancellor's Office, August 1996), and already "California community colleges average 13,000 students per college compared to less than 5,000 per college nationwide" (CCLC, August 1996, p. 14). The Board of Governors for the California Community Colleges report that their colleges "now enroll 67 of every 1,000 California adults—a higher rate than for any other community college system in the country" (1996, p. 9).

In a specific example, the CCC reported a 4.3 percent growth in student enrollment for fall 1997 over fall 1996 (Los Angeles Times, p. A9). The Los Angeles Times also reports that "Early figures show that in community college—the traditional point of entry for immigrants and first-in-the-family college students—more than 60,000 students have enrolled this fall than last fall." At LBCC, EOP&S increased in students served—1,941 in 1996-97 over 1,843 students the previous fiscal year, and served 2,033 students in 1997-98.

Other significant trends affecting the California Community Colleges (CCC) entail student ethnic demographic changes and teaching English as a Second Language (ESL). These two trends are significant for the community colleges because the UC and CSU systems, as a whole, do not have to contend with these changes. (There might be a few exceptions in the CSU, but when factoring in the graduate programs, they still have a predominantly white student population.) In the year 2000, California's people of color will be almost 50 percent of the state's total population (CCC Chancellor's Office, The Effectiveness of California Community Colleges on Selected Performance Measures, October 1996). Moreover, the diversity of languages present another increasing challenge for the CCC system: "Currently, a language other than English is spoken in half of the households in Los Angeles County" (CCC Chancellor's Office, August 1996, p. 3). According to the CCC Chancellor's Office, ESL constitutes 13 percent of the community college system's curriculum. Just as the projected student enrollment growth will impact the colleges' abilities to provide classroom space and to upgrade or build new facilities, the multicultural and multilingual student population will challenge the community colleges' abilities to fund new, innovative approaches to serve these diverse groups. These trends affect the community colleges more than they do the CSU and UC systems. These environmental and demographic trends also transform Long Beach City College.

Long Beach City College

Long Beach City College (LBCC) was founded in 1927 and is located in the South-Bay area of the Los Angeles County. In 1935, the college moved to its present site in North Long Beach. In 1949, the Pacific Coast Campus (PCC) was added as a result of enrollment increases from military personnel after World War II (LBCC Catalog, 1997-98). The district now comprises two campuses and administrators manage their departments at both locations. For example, I work primarily at the LAC campus and average one visit per week to PCC.

The Pacific Coast Campus (PCC) is about two miles from downtown Long Beach. The community surrounding PCC is low-income, predominantly people of color, with some small businesses. I participated on a "ride along" with the rescue and paramedic unit of Station 19 on October 26, 1998. The crew educated me on their procedures and how they approach different emergency situations. On the ride along, they showed me a neighborhood near PCC. This back street community as I describe it, consists of very small homes (one or two bedrooms) with the front entrances to the homes facing the alleys. I saw children playing along side dumpsters, gangs, drug dealers, and the homeless. It was a rude awakening to the conditions surrounding PCC.

PCC used to be a high school and has two, two-story buildings; one for the library and the other for the administrative offices, classrooms, and the majority of the student support areas where the EOP&S office is located (AA Building). The AA Building consists of student lockers lined up along the hallways. The architecture of the buildings is typical of traditional high schools built during that period. Shades of tan highlight the color of the buildings, and the campus is beautiful due to the cleanliness and greenery accenting the campus.

In contrast, the area surrounding the Liberal Arts Campus (LAC) is middle-income, predominantly white, with some apartment duplexes along major streets. LAC nestles north into the City of Lakewood, with the Lakewood Mall within a mile of the campus. LAC consists of Spanish style buildings, more in an off-white color rather than the tan color of PCC. The architecture remained the same when the college constructed additional buildings. EOP&S at LAC is located in the Administrative Building next to the Financial Aid Office.

In general, from my experiences working with students, the EOP&S students vary slightly for both campuses. At PCC, I encounter students who are ex-offenders, recovering addicts, single parents, physically and mentally abused, and/or extremely poor students. At LAC, I encounter fewer students with PCC characteristics, although, students sometimes take classes at both campuses. I also encounter a few students who are homeless, still addicted to alcohol or drugs, with little chances of success. Usually, I see these students for a semester before they disappear the following term.

Table 1 represents the most recent ethnic distribution for the adult population in Long Beach City College's service area (18 and over). Whites represent the majority with 54 percent followed by Hispanics with 22 percent. By contrast, the Long Beach Unified School District reports 34 percent Hispanics followed by whites with 21 percent. I also included figures for LBCC and EOP&S to show comparisons of the ethnic groups. EOP&S at Long Beach City College (LBCC) represents 8.3 percent of the total LBCC student population, yet 88 percent of EOP&S students are students of color in EOP&S (Table 1). African Americans and Asians are more than twice as likely to be in EOP&S compared to the general student population. As illustrated, the communities in Long Beach are gradually changing from an older, white population to young, diverse ethnic groups. But most important, LBCC has one of the most ethnically diverse student populations anywhere in the United States.

Table 1. Ethnic Distributions

Ethnicity	**Service Area 1996**	**LBUSD Fall 1997**	**LBCC Fall 1997**	**EOPS Fall '97**
White	54%	21.0%	29.3%	11.8%
African-American	10%	19.9%	16.4%	35.9%
American-Indian	1%	0.4%	1.0%	0.8%
Asian	13%	18.4%	10.8%	23.5%
Hispanic	22%	34.1%	25.7%	21.9%
Pacific Islander	NR	1.6%	1.0%	0.9%
Filipino	NR	4.6%	4.9%	3.2%
Other Non-White	NR	NR	2.5%	1.5%
Unknown	NR	NR	8.4%	0.5%
TOTAL	**334,549** (100%)	**20,568** (100%)	**25,982** (100%)	**1,545** (100%)

Notes. Service Area: Los Angeles County Urban Research
LBCC and EOP&S: State MIS Basic Data Audit Reports for Fall 1997
NR = Not reported, combined to another ethnic category

Extended Opportunity Programs and Services (EOP&S)

During the 1960's, the U.S. Civil Rights movement of 1964 propelled legislation nationwide to respond to societal issues of education, equal opportunity, housing, and unemployment. The events of this period (including the Vietnam War) affected the social consciousness of citizens, leading many to protests the conditions that stagnated or violated their rights (e.g., Watts Riots and the East Los Angeles Walkouts). In response to the social and economic issues in California, the legislators approved Senate Bill (SB) 164 so that the California Community Colleges (CCC) could establish support programs to recruit and retain low-income and educationally disadvantaged students. SB 164 established the philosophy, the governing language and the goals and objectives of the EOP&S programs (Article 8, Appendix A). California's Code of Regulations, Title 5, Chapter 2.5 regulates the EOP&S programs covering seven areas (Appendix A): (1) general, (2) student eligibility and responsibility, (3) program, (4) financial aid, (5) staffing standards, (6) plans and priorities, and (7) funding and expenditures.

As mandated by the California Legislature, EOP&S provides over and above services and programs to at-risk students whose educational and socioeconomic backgrounds might prevent them from attending college or prevent them from participating successfully in higher education. Furthermore, Title 5 defines at-risk as those students challenged by language, socioeconomic, and academic barriers. Over and above services and programs mean that EOP&S will add intensive, innovative, intervention strategies to assist students rather than supplant existing programs and strategies provided by the college. LBCC ranks fourth as the largest EOP&S program in California serving 2,033 at-risk students. Students must meet the following eligibility criteria for EOP&S.

1. Be a California resident.
2. Be enrolled full-time when admitted to the EOP&S program (12 units or more).
3. Not have completed more than 70 units of degree applicable credit course work in higher education.
4. Qualify to receive the Board of Governors Grants [low-income].
5. **And** be educationally disadvantaged:
   (a) not eligible to enroll in associate degree level English or math;
   (b) no high school diploma or GED;
   (c) graduated from high school, but with a grade point average of less than a 2.50;
   (d) previously enrolled in remedial education; **or**
   (e) factors set forth by the district's plan [e.g., first-generation, language barrier].

PROBLEM STATEMENT

I am addressing the problem of EOP&S student attrition at Long Beach City College through three performance indicators—retention, success, and persistence rates. I am concerned why at-risk students who volunteer their participation in the EOP&S program and adhere to our minimum requirements (orientation, assessment exams, educational plan, and LEARN 11), still withdraw from college at a comparable rate to the general student population. For example, EOP&S retained 78 percent of its students in the spring 1997 term while LBCC retained 77 percent of all other students (*Retention Rates*, Table 2). The system-wide Research and Planning Group (RPG) for California Community Colleges defines *retention* as the percent of students retained in courses out of total enrolled in courses. Retention is defined as students receiving A, B, C, D, F, CR, NC, I grade notations (as the numerator) divided by A, B, C, D, F, CR, NC, I, *W* grade notations. The RPG draws these definitions on credit grades and excludes grades such as RD, IP, and UG (non-credit). Thus EOP&S students withdraw from all courses receiving "W" on their academic record at almost the same rate as non-EOP&S students.

Academically, EOP&S students perform at the level of the general student population. EOP&S students receive three counseling contacts per semester, pass LEARN 11, have an educational plan mapped out for six semesters, participate in priority registration and tutoring, receive $120.00 EOP&S book grants, and reveal success rates marginally higher than the general student population. In the fall 1997 semester, EOP&S demonstrates a success rate of 68 percent over 65 percent for all other students (*Success Rates*, Table 2). RPG defines *success* as the percent of students successful in courses out of the total enrolled in courses. Success is defined as students receiving A, B, C, or CR grade notations (as the numerator) divided by A, B, C, D, CR, *F, NC, I, W* grades. Academically, EOP&S students perform slightly better than the general student population, but considering the services offered through the program, EOP&S students only earned grades of Cs or better in the upper 60th percentile.

Table 2. LBCC Success and Retention Rates

Success Rates	**Spring 1997**	**Fall 1997**
EOP&S Students	66 %	68 %
All Other Students	66 %	65 %
Retention Rates	**Spring 1997**	**Fall 1997**
EOP&S Students	78 %	80 %
All Other Students	77 %	76 %

Notes. LBCC Institutional Research/Academic Services

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Finally, Dr. Edward Gould, Vice President for Student Services in the Chancellor's Office reported that EOP&S statewide has a 83 percent persistence rate compared to 54 percent for all other students in the system (CCCEOPSA 1998 Conference, October 14, Radisson Hotel, Sacramento, California). RPG defines *persistence* as the percent of students enrolled in the next term out of the students enrolled in the first term. Persistence is defined as students receiving A, B, C, D, F, CR, NC, I, W grade notations in the first term (the numerator)—divided the by second term using the same grade notations from the first term. EOP&S at LBCC registered an 88 percent persistence rate for fall 1996 to spring 1997 versus 65 percent for all other students at LBCC. However, the persistence rate has declined recently: EOP&S for fall 1997 to spring 1998 shows 82 percent persistence rate.

In summary, the student attrition problem for EOP&S focuses on three measurable outcomes—retention, success, and persistence rates. In examining the data, I approached the study with a *theoretical and practical theme*. From the student attrition theories outlined in Chapter Two, Literature Review, I am questioning whether most EOP&S students integrated themselves extensively in our EOP&S services and other on-campus support services to succeed and to persist into the next academic year. Not all EOP&S students take advantage of EOP&S services, and I postulate that perhaps this group of limited-involved students drop out and are less likely to succeed than the group of EOP&S students who integrated themselves more with EOP&S and other programs and services. Similarly, I am questioning the extent of involvement of EOP&S students in their academic studies. The EOP&S program requires first year EOP&S students to enroll in and pass LEARN 11 so students may overcome any shortcomings relative to study skills and study habits. EOP&S assumes that the skills students acquire in LEARN 11 will elevate their chances of succeeding in their classes at LBCC.

From a practical framework regarding student attrition rates, it seems that the community colleges blame students for their academic and study skills' deficiencies, their lack of motivation, and their limited sense of navigating through the college system. However, I propose to question not only the students' lack of academic or social integration, but also the system's problems and deficiencies that cause students to dropout. Why not reframe the epistemology of the student attrition in the community colleges from drop out to also include push-outs? I propose that practitioners need to reframe their thinking and concentrate at both levels of the student attrition spectrum. At one end, students comprise a variety of attrition issues (e.g., full-time job, financial, motivation), while at the other end, the college's weaknesses encompasses many areas (e.g., inappropriate pedagogy, lack of customer service orientation and technology, minimal integration of key support systems). I am proposing examining both areas and looking at how to enhance student outcomes, systemically and individually. In essence, my study intends to answer the following:

1. How can the EOP&S program integrate students to campus life, academically and socially?
2. How can the EOP&S program adjust within and influence the system to meet the demands of a diverse student population?

3. How can the EOP&S program better assist students to continue their enrollment at LBCC?

This study has ramifications at several levels and I have several reasons for addressing the problem of student attrition. First, under the direction of the Board of Governors of the California Community Colleges (The New Basic Agenda, August 1996), Chancellor Thomas Nussbaum hired Jerry Hayward as a consultant to review California's Educational Codes. The Board of Governors wants to review the Educational Codes because California has three-to-four times more regulations than other states. Also the Board of Governors wishes to provide more flexibility to the college presidents and the districts by decentralizing state controls. If the Legislature changes the Educational Codes based on the review's recommendations, the CCC will need to change Title 5 regulations to enact the modified version of the Educational Codes.

The political climate involving educational equity programs in California may have future funding implications for the 106 EOP&S programs. Currently, Title 5 protects EOP&S programs as a categorical program, and the community college presidents and the districts cannot use EOP&S funds for other programs and services. The association of EOP&S directors statewide (CCCEOPSA) speculates that such a review attempts to de-categorize educational equity programs such as EOP&S, which has a statewide budget of $54 million dollars (CCCEOPSA Conference, Costa Mesa, October 1997).

Just recently, the Board of Governors did not approve Jerry Hayward's recommendations. Instead, the Board of Governors hired another consultant, Karen Halliday, to look at the Educational Codes again. EOP&S directors now fear that because Jerry Hayward's recommendations did not include changing EOP&S, the Board of Governors may pressure Karen Halliday to move EOP&S, Disabled Student Services and Programs, and Matriculation into block grants (i.e., de-categorization). The de-categorization of EOP&S funds would grant the college presidents the authority to reallocate funds for other campus efforts. The EOP&S directors want to keep the integrity of EOP&S intact—serving low-income and educationally disadvantaged students. The EOP&S directors know the importance of providing low-income and educationally disadvantaged students' access to higher education and assisting them to achieve their goals.

A second concern involves accountability in three reports: the Chancellor's Office (CO) new reporting data elements in the *EOP&S Year-end Report* and Long Beach City College's implementation of two plans—the *Operational Plan Addressing Strategic Initiatives, 1997-2000* and *Institutional Effectiveness*. These accountability reports, as I labeled them, attempt to quantify EOP&S efforts relative to persistence, success, graduation, and transfer rates of EOP&S students. When required by the Legislature, the CO reports the data elements from the EOP&S annual reports. A centralized Management Information System (MIS) also gathers pertinent data elements for summary reports. At LBCC, the *Operational Plan* has a section pertaining to student success. The second plan, *Institutional Effectiveness*, addresses student outcomes

(Accreditation Commission's recommendation for LBCC). Both plans will review EOP&S students' performance rates by the year 2002. The accountability events at LBCC also take place at other colleges and thus have major significance for other EOP&S programs. If EOP&S programs do not produce successful student outcomes related to the data elements, whatever standards of measurement used, the Chancellor's Office will question the outcomes of EOP&S programs, and indirectly the funds associated with these programs.

Just recently, the California Legislature approved SB 1564, the *Partnership for Excellence* program, which under Educational Code—Section 84754 stipulates, "The Partnership for Excellence program is hereby established for the purpose of achieving annual performance goals and improving student learning and success." The State will fund an annual of $100 million dollars (3 percent of the community college system's budget) to participating districts. The Chancellor's Office (CO) will use the 1998-99 fiscal year as the base year to compare positive or negative trends. The CCC challenges colleges to assist in achieving its statewide goals related to (1) transfer, (2) degrees and certificates, (3) course completion, (4) workforce development, and (5) basic skills' improvement. The CO will analyze the progress of the districts beginning the fall 2000 and by the year 2005, the legislature will evaluate the CCC relative to its goals. For EOP&S, the CO will publish annual accountability reports by district and college.

Finally, as an administrator responsible for $1.3 million dollars to engender student success, I can reallocate resources towards accountability goals. I need to evaluate the effectiveness of current EOP&S policies and practices concerning attrition rates (as recommended by Astin, 1984). The only thorough evaluation of EOP&S programs occurred in 1976 by Farland, Rose, Tyre, and Trent for the Board of Governors (The Study of Extended Opportunity Programs and Services-California Community Colleges). I need to conduct a more recent study at this time to assess the effectiveness of EOP&S, especially at LBCC.

Summary of the Research

My study focused on a select group of students who are by definition the student population most at-risk of failing in the community college. In fact, my study worked with possibly one of the most diverse student populations in the world.

My research study tested three premises:

(1) That first year EOP&S students who matriculated and then withdrew from LBCC during the fall 1997 and spring 1998 semesters integrated themselves less with the college environment academically and socially; than

(2) First year EOP&S students who persisted through spring 1998 term, engaged themselves more academically and socially with the college environment; and

(3) The EOP&S program and the college, as a system, may have deficiencies pushing students to withdraw.

I documented the path of attrition experienced by EOP&S students by analyzing the EOP&S computer tracking system. With the assistance of Institutional

Research/Academic Services at LBCC, I charted the types of services received by students and their level of involvement with the EOP&S program. I also conducted a survey of first year EOP&S students enrolled in the fall 1997 semester and whether they persisted and completed the spring 1998 term (a snapshot of two semesters). The survey measured the students' academic and social integration with the college, and the system's issues affecting students' persistence or drop out decisions. Finally, I conducted three focus group interviews that empowered students to voice their opinions about their level of involvement or lack thereof with EOP&S and the college and provided them an opportunity to critique the program and the college as well. I analyzed the results of the students' records, surveys, and interviews, and I propose intervention strategies and recommendations for community college retention programs, particularly those working with at-risk community college students.

Conclusion

I needed to conduct this research for several reasons. First, I needed to conduct this study at this time to obtain more knowledge of EOP&S strengths and weaknesses at LBCC. Second, the Chancellor's Office (CO) annually provides two days of program orientation for new EOP&S directors. My report and recommendations will provide an understanding of EOP&S' attrition issues that the CO may consider utilizing at the annual new managers' orientation and training session. Third, my study adds a little extra to what is already known about student attrition in the community college, particularly working with students of color who are low-income and academically under-prepared (e.g., could benefit EOP&S programs statewide). Finally, in exploring EOP&S at LBCC, my findings may help other programs modify their resources and services. My recommendations in this study may provide a better understanding and foundation for retention-related programs when allocating resources, investing in new technologies, or implementing innovative programs.

CHAPTER TWO

LITERATURE REVIEW

INTRODUCTION

On October 28, 1997, I met with a student at the Pacific Coast Campus (PCC) regarding LEARN 11, our required study skills class, and Extended Opportunity Program and Services (EOP&S). She was an African-American woman, in her late thirties, a single parent with a two-year-old child. She was out of education for 20 years and on welfare. She planned to obtain her computer certificate at Long Beach City College (LBCC). She describes her higher education experience with LEARN 11 and EOP&S in a most favorable and rewarding manner.

> It [Learn 11] changed the way I study — the way that I manage my time. I am encouraged to learn, when before it used to be dreadful. It makes my whole life easier...I use the techniques. I look forward to tests. I used to be scared to death: scared that I was stupid, and scared that I couldn't learn. EOP&S helped my self-esteem — spiritually, physically, and mentally. I used to wear baseball caps to hide myself.

Separation, Transition, & Incorporation

Using *Rites of Passage* (Van Gennep, 1960), Tinto (1988) added a new scope to our thinking about college student attrition by comparing students' integration into the college community with the integration of indigenous people in tribal societies. Arnold Van Gennep, a social anthropologist, studied tribal societies and centered his attention on how individuals dealt with crisis and eventful periods in their lives (e.g., adulthood, marriage). People in these tribes or clans experience a series of life's stages share similarities to a new student entering higher education. For the purposes of this study, these general themes include separation, transition, and incorporation.

In *separation*, when tribal members reach adulthood, they participate in an initiation. The clan initiates these young members in a series of rituals and ceremonies affiliated with adulthood (e.g., hunting a wild animal). The individuals embark upon these new challenges alone without direct assistance from family or clan members. The persons experience anxiety, isolation, and fear associated with separation from the families and the challenges that lie ahead. Comparatively, when students leave their families to attend a four-year college or university, especially miles away from home, they could also undergo the trepidation of separation (Tinto, 1988). Similar psychological themes take place—the fear of leaving, isolation, anxieties regarding success, social integration, and so forth. Some trials and ceremonies experienced by students include high school graduation, admission notices into colleges and universities, working part-time, obtaining a driver's license, and beginning a credit history. The student undergoes separation and independence when transitioning into the adult world.

In *transitioning* into the new college environment, the student experiences positive and negative interaction with faculty, staff, and students. Many exchanges—verbal, non-verbal, action or inaction, dictate whether the student will transcend and assimilate into his new scholastic environment. The student detaches from the norms and beliefs of his family and is exposed to those of the college community. "Students' values, beliefs, and aspirations tend to change in the direction of the dominant values, beliefs, and aspirations of the group" (Astin, 1993, p. 398). The student faces many new challenges in transitioning to higher education: renting an apartment or dormitory room, setting up and paying for the utilities, looking for and obtaining a part-time job off- or on-campus, and other adult-related activities leading to independence and separation from family.

To epitomize Van Gennep's theory, the aboriginal person through a ritual of trials may eventually be *incorporated* into the clan's new social status (e.g., warrior), or fail and return to his family. Similarly, the student's experiential encounters with the college determine whether there is a match or fit. If many academic or social barriers preclude the student's success (external or internal), the student may not persist and may eventually leave the institution because there was not a tolerable fit or match. In summary, a student could incorporate himself or herself after successfully navigating, assimilating, and negotiating the collegiate environment.

For community college students, separation may not apply to students who stay at home while attending college and the student does not necessarily experience the emotions associated with family separation. However, transition and incorporation do apply to students experiencing college for the first time when transcending into higher education. In general, Van Gennep's theory confirms an individual's rites of passage from the known to the unknown through separation, transition, and incorporation. For community college students, especially low-income and educationally challenged students such as EOP&S students, they face greater challenges of the vicissitudes associated with leaving the barrio or ghetto into the world of higher education. [I use at-risk and challenged students interchangeably.]

Focus on the Community College

My discussion focuses on the community colleges rather than four-year universities. Nationally, community colleges enroll the largest number of underrepresented students because the community colleges serve as the primary entry level for students of color, new immigrants, and low-income students (Koltai, 1993). From 1988 to 1992, students of color increased by 35.5 percent at the community colleges (Rendon, 1995).

The literature review reveals that the majority of college student attrition studies focus on four-year colleges and universities. For example, the majority of studies validating attrition models are based on studies done of four-year university students and not of two-year college students (Kraemer, 1997; Pascarella, Smart, & Ethington, 1986). Also, these studies focused on traditional-age students, coming largely from white, middle class backgrounds. Unfortunately, very few studies address the community college population (Rendon & Fredickson, 1993; Long & Amey, 1993; Laden, 1994), especially those centered on students of color, first generation, low-income, non-native speakers, or academically under-prepared students (Nora, Attinasi, & Matonak, 1990). In particular, many community college retention programs, such as EOP&S, deal income and educationally-challenged students. Thus, this study addresses a specific population in the community college.

Generally, the community college profile of a student includes "non-traditional—first generation, part-time, employed while attending college, low SES [socioeconomic status] backgrounds, [and] poor to average high school achievement records" (Rendon, 1995, p. 3). Rendon lists the characteristics typically describing students admitted into EOP&S:

> Full-time mothers, students who have been out of school for some time, students who are afraid of failure, students who are scared of a new culture, students who dropped out of high school, students who did poorly in high school, married students, physically disabled students, students who feel out of place in a new environment, students who have self-doubts, who feel incapable of learning, those who have been "off the track of life," single parents, immature students, apprehensive students, etc. (1995:10).

Overview of Chapter Two

This chapter covers areas pertaining to literature review relevant to college student attrition. In general, I will discuss the general theoretical frameworks related to college students. Second, I will review Astin's (1984) five postulates related to student involvement and the general context of student attrition, especially related to the community colleges. Third, I will detail Tinto's model (1975) and describe the pre-college and college characteristics of students. Finally, I will describe students' experiences leading to EOP&S, explicate the services and programs available to students and how the and how the literature review supports such strategies, and I will conclude with a description of EOP&S distribution of resources at LBCC.

Theoretical Frameworks

Research on the impact of college on students includes four major theories (Chickering & Reisser, 1993; Pascarella & Terezini, 1991): psychosocial development, cognitive, typology, and person-environment interaction. The psychosocial development theories describe stages of individual development (i.e., how a person feels, thinks, and behaves) or explains the meaning of the individual's experience, and these theories also explain ways of measuring or promoting development. These developmental theories suggest change occurs hierarchically and presume an adaptive function to a crisis (e.g., Freud, Erikson and Chickering). In contrast, cognitive theories depict the process of change as other than developmental (i.e., how a person's thinking processes change and how a person structures meaning from their experience). These theories generally characterize a series of hierarchical stages and each stage requires closure before going to the next level (e.g., Piaget, Perry, and Kolberg). In comparison, typology theories emphasize distinct characteristics pertaining to learning styles, personality types, and peoples' dispositions (e.g., Myers-Briggs).

For this study, I am dealing with the **person-environment interaction** theories since they describe how a person interacts with environmental variables. These college impact models focus more on the sources of change rather than the dynamics of human development and thinking processes. For example, "Authors of human aggregate models describe an environment and its influences in terms of the aggregate characteristics (… socio-demographic characteristics, goals, values, attitudes) of the people who inhabit it" (Pascarella & Terezini, 1991, p. 39). The person-environment theories focus on how students integrate themselves with the college environment—how they navigate the college system and respond to various encounters.

Within the person-environment interaction framework, my study works with two sub-theories of student attrition: the Student Integration Model by Tinto (1975), and the Student Involvement Theory by Astin (1984). These theories postulate that the more a student engages with the college environment, academically and socially, the more likely the student will persist to graduation. The student attrition theories have similar themes (Cabrerra, Castaneda, Nora, and Hengstler, 1992): (1) the more a student interacts with the institution over time, the more likely the student will persist; (2) the more there is a congruent match between the student and the college, the better chance the student will persist; and (3) the student's pre-college characteristics affect how likely a student will persist (e.g., high school grade point average).

My study synchronizes Astin (1984) and Tinto (1975) by using Tinto's basic theory and Astin's five postulates. These are highly inter-related theories—companion theories. I will use this body of theories to examine EOP&S students' in-depth to limited interaction at LBCC. As a general introduction to these models, I will elaborate Astin's theory of student involvement and the general context related to student attrition before discussing Tinto's model.

Astin (1984) Student Involvement Theory

The student involvement theory "… refers to the amount of physical and psychological energy ... the student devotes to the academic experience" (Astin, 1984, p. 297). The involvement of a student entails an active, more behavioral form of engagement and primarily looks at what a student does rather than what a student thinks or feels about doing. Astin has five postulates (1984:298):

1. Involvement refers to the investment of physical and psychological energy in various objects.

[Students engage mentally and physically in activities related to college and non-college activities. These activities or objects according to Astin (1984)—sleeping, studying, working, etc., can extend from the general (i.e., experiencing a college football game) to a very specific activity (i.e., delivering an oral classroom presentation)].

2. Regardless of the object, involvement occurs along a continuum; that is, different students manifest different degrees of involvement in a given object, and the same student manifests different degrees of involvement in different objects at different times.

3. Involvement has both quantitative and qualitative features. The extent of a student's involvement in academic work, for instance, can be measured quantitatively (how many hours the student spends studying) and qualitatively (whether the student reviews and comprehends reading assignments or simply stares at the textbook and daydreams).
4. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in a program.
5. The effectiveness of any education policy or practice is directly related to the capacity of that policy or practice to increase student involvement.

In describing postulates two through four, for example, the allocation of time and the knowledge gained from reading a chapter will vary for each EOP&S student. Some students will attempt to finish the chapter quickly while other students practice the study skills' techniques—previewing the chapter's subheadings, transforming the subheadings into questions, reviewing the questions at the end of the chapter—taking three times as long, before engaging thoroughly in the reading. Similarly, students will read the chapter at different times. For instance, students may take an entire week to read the chapter thoroughly to prepare for classroom discussion while other students will cram the day before. A few others will neglect to read the chapter at all. Finally, students who study thoroughly will gain new knowledge and apply that knowledge to new meaning, while other students who did not study well, will not gain any meaning due to the lack of time committed to thorough academic involvement.

Astin's fifth postulate has major implications in this study, especially examining institutional weaknesses. As an illustration, the faculty must find ways to involve students in and outside the classroom. Traditionally and typically, the faculties lecture to students from the podium, disseminating information in hopes that students have good listening and note-taking skills and that they find the topic interesting. Thus, the content or subject matter theory places students in a passive and receiving role of information (Astin, 1984). However, the faculty should actively involve students in the learning experience through engaging students in discussion, group activities, and projects, especially activities related to outside the classroom (e.g., visit a museum and write a report).

Essentially, the goal for student involvement is how can the college involve the students more academically and socially, just as how can the EOP&S program involve the students further in academia. So the student's time, being finite, becomes the focal point to address student involvement. Given the characteristics of students and their time commitment to family, job, and leisure activities, administrators must compete for the students' limited time in engaging them more with the college environment and finding ways to engaged them in such activities through policy and practice (Astin, 1984). Educators must set policies that encourage student participation extensively in their educational experience (i.e., intensity of exposure, Astin, 1993). Therefore, what activities constitute involvement?

The research on student involvement covers a variety of activities that help students persist. These activities which compete with the student's other time commitments include living on campus, participation in student clubs and organizations, participation in extracurricular activities and sports, involvement with faculty, and having a part-time job on campus. These involvement activities are paramount to student success. In documenting factors associated with student attrition, Astin (1984) concluded that community college students drop out in greater numbers than four-year students do for reasons associated with their commuter and part-time enrollment status. Part-time and commuter students involve themselves to a lesser degree in college activities, academically or socially—"... community college students participated in fewer organized extracurricular activities, had less informal contact with other students, and participated in fewer informal social activities than did university students..." (Chapman and Pascarella, 1983. P.302). With a large number of part-time faculty teaching in the community colleges, student access to the faculty makes matters even more difficult (Astin, 1984).

The estimated attrition rate of first-time community college students in 1992 was 67.7 percent (Rendon, 1995). However, community college students of color and low-income students drop out in even greater numbers (Rendon & Mathews, 1989; Rendon & Nora, 1989). This may be because so many of these students share the characteristics—

students who do not reside on campus, commute to college, attend college part-time, and work full-time off campus, are more likely to withdraw because such factors limit interaction with other students and with the faculty (Astin, 1993). "The most obvious manifestation of this problem is that eighteen- to twenty-two-year-olds attending community colleges and other types of commuter institutions drop out of college at much higher rates than would be expected from their abilities, aspirations, and family background" (Astin, 1993, p. 417). Therefore, the best scenarios for student success include living on campus, being employed part-time on campus, and interacting with faculty and peers (Astin, 1984).

Tinto (1975)

Tinto (1975) formulated an important student attrition model that explains the longitudinal processes and the behaviors of students' interaction with the institution leading to dropout decisions (Figure 1). Instead of a snapshot of one period to explain student attrition, Tinto's model captures the student's entire collegiate life including the student's pre-college characteristics. Borrowing from Durkheim (1961), Tinto (1975) postulated that the student's interaction with the college deals with either the values or the social systems of the college. If the student does not integrate socially or academically with the college system or if the student's values are incongruent with that of the college system, then the student is more likely to drop out. In contrast, if the student fully integrates with the college and if the student's values are congruent with the system, then the student is likely to persist towards a college degree. To fully understand Tinto's theory, I will explain in detail the model depicted in Figure 1 and compare the model to EOP&S students' characteristics.

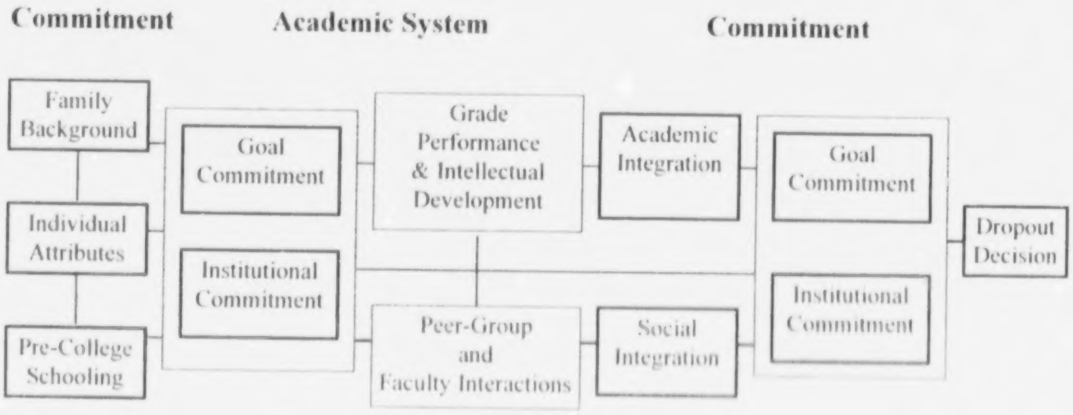
Commitment
Academic System
Commitment
Family Background
Individual Attributes
Pre-College Schooling
Goal Commitment
Institutional Commitment
Grade Performance & Intellectual Development
Peer-Group and Faculty Interactions
Academic Integration
Social Integration
Goal Commitment
Institutional Commitment
Dropout Decision

Figure 1. Tinto (1975)

Pre-College Characteristics Related to College Attrition

> Of those characteristics of individuals shown to be related to dropout, the more important pertain to the characteristics of his family, the characteristics of the individual himself, his education experiences prior to college entry, and his expectations concerning future educational attainments. (Tinto, 1975:99)

Figure 1 shows the primary pre-college characteristics of family background, high school academic preparation, and the student's individual traits which impact student success in higher education. Studies support the premise that the pre-college characteristics students bring with them to higher education determine whether they will drop out or continue their enrollment (Tinto, 1975; Bean, 1980; Astin, 1984; and Iverson, Pascarella, & Terenzini, 1984). Studies have shown that students from low-socioeconomic backgrounds are least likely to have high educational aspirations or the requisite skills to succeed in college (Astin, 1984), but that highly educated and financially stable parents with high expectations help their children persist in college (Tinto, 1975). "SES has its strongest effect on completion of the bachelor's degree" (Astin, 1993, p. 407).

In general, many low-income students struggle financially to pay for books and supplies, bills, rent, clothing, food, and transportation (as do EOP&S students). Some students apply late for financial aid and find themselves extremely limited financially in handling their daily life obligations, less their educational demands. In summary, students from a more urban upbringing, members of affluent families, with well-educated parents, and whose parents have high expectations for their success are more likely to persist and graduate from college. The nurturing climate of this support system yields better chances for student success. In fact, in the Chronicle of Higher Education (March 19, 1999), *A Ghetto Childhood Inspires the Research of a Yale Sociologist*, Dalton Conley showed in his dissertation how the differences in families' assets rather than income determines upward mobility and success.

Sixty three percent of EOP&S students have parents at a high school education level or below (Table 3). This percentage does not include the *unknowns* and *unreported* which would mean that the percentage could be higher. Thus, the majority of EOP&S students are first-generation college students. I speculate that when prospective EOP&S students filled out their LBCC admission application and read the question pertaining to their parents' educational level, some could have avoided responding to the question because of the embarrassment that their parents did not graduate from high school. From a personal note, my parents did not even enter junior high school in Mexico. I would also choose not to answer this question.

Table 3. Fall 1997 Distribution by Parents' Educational Levels

Education	EOP&S		LBCC	
Advance Degree	31	2%	1,346	6%
Four-year Degree	57	4%	2,432	10%
Associate Degree	34	2%	1,075	5%
Some College/Tech	194	13%	3,664	15%
*HS Grad/Equivalent	310	20%	3,927	17%
*No/Some HS	236	15%	3,374	14%
Unknown	213	14%	2,571	11%
Unreported	470	30%	5,386	23%
Total	1,545	100%	23,775	100%

Notes. Long Beach City College—State MIS Basic Data Audit Report Fall 1997

The family's background pertaining to the primary language spoken at home other than English also adds more challenges for students. Students assimilating to a new culture must attain the language skills to succeed in school and in the work force. Some EOP&S students at LBCC are immigrants, primarily from Vietnam, Cambodia, and Latin American countries. At LBCC, 26 percent of EOP&S students do not speak English as their primary language at home. This pre-college characteristic leaves little opportunity for students to become successful in higher education. For many, the length of time to

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graduation is expanded a few more years through ESL classes and basic skills' courses, and indirectly, this stagnates their opportunities for advancement in society.

Besides family background (SES and language), the student's high school academic preparation also contributes to student success in higher education. The quality and quantity of college preparatory, high school courses, the facilities, the teachers' backgrounds, and the student's grade point average and class ranking all contribute to helping the student's chances of persisting in college. In fact, the selection of students with good high school grade point averages (GPA) favors retention (Bean, 1980). Noticeably, many studies have shown grade performance as the single most important factor in predicting persistence in college (Tinto, 1975; Iverson et al., 1979). In utilizing Astin's Input-Environment-Output theory, Long and Amey (1993) identified GPA has the primary pre-college variable correlated with college success. In another study, the variables strongly associated with dropouts were intent to leave, low GPA, and opportunity to transfer (Bean, 1982). Many four-year colleges and universities use GPA as one of the most important measurements in their admission decisions.

Two of the five EOP&S educationally-disadvantaged criteria under Title 5 mandates EOP&S to admit students who did not graduate from high school or earn a GED, or high school graduates having 2.50 GPA or below. These pre-college characteristics give credence as to why EOP&S students maintain academic probation at LBCC at a slightly higher rate than the general student population. For fall 1997, 18.4

percent of EOP&S student were on academic or progress probation compared to 15.7 percent of the general student population.

Finally, the student's pre-college characteristics—personality, attitudes, values, interests, and motivation, weigh considerably as to whether the student will persist or drop out. If the student is not psychologically prepared to meet higher education's demands, the student faces minimal chances of succeeding.

In sum, the pre-college attributes support the framework for college success: family background, high school academic preparation, and individual traits. In general, having parents with little or no higher education experience, being raised in a low-income community, having low self-esteem, and lacking the academic skills, place EOP&S students in a high-risk group for college attrition.

Goal and Institutional Commitment

Once a student arrives on campus, another set of distinguishing college characteristics determines whether the student will persist or drop out. In Figure 1, Tinto (1975) describes the dual-natured academic system: the commitment of a student to an educational goal and to the institution. The commitment to a goal and to the institution generates a better chance of social and academic integration.

The commitment to a goal provides an important understanding of student dropout decisions. For instance, the more the student commits to an academic, career, or educational plan, the more likely the student will persist (Tinto, 1975). Even better, the student's inclination for attaining a goal and having the desire and motivation to obtain the goal lends more support to the student's likelihood of success. First-time college students in general, whether entering from the local high schools or as returning adults, bring with them a certain amount of commitment to their educational goal. If the student perceives better benefits over costs associated with obtaining a specific educational goal, the student will more likely continue his or her enrollment until goal completion (e.g., academic degree, personal development, and career).

One favorable college characteristic of EOP&S students is their initial commitment to an educational goal. Table 4 shows a segment of the educational goals as marked by students on their LBCC admission application. Overall, EOP&S students show a slightly higher interest in obtaining an associate of arts or science degree and transferring to a four-year university, than the general student population. A study on EOP&S also substantiated a higher motivational level of this group over non-EOP&S students (Farland, et al., 1976). The commitment to a goal is one major link to EOP&S students' chances of success in the community college.

Table 4. 1997 Distribution of Educational Goals

Goal	**EOP&S**		**LBCC**	
Transfer w/ AA/AS	399	38%	5,933	25%
Transfer w/out AA/AS	52	5%	1,247	5%

Notes. **Long Beach City College—MIS State Basic Data Audit Report Fall 1997**
Not all-educational goals are represented.

Besides goal commitment, the student must have a commitment to the institution. In making this commitment, a student considers financial obligations and the benefits associated with obtaining a college degree, the length of time it will take to earn the degree, and the chances of achieving a career. If these factors are incompatible, then the student may focus on something else that meets his or her immediate plans (e.g., full-time job). From a different perspective, the college also plays a major role in assisting or hindering students' progress toward a degree or transfer. As discussed in Chapter One, the college's poor services and programs may hinder the student's progress toward an objective. The college has "its own value and social structures" and offers a degree of institutional commitment (Tinto, 1975, p. 91). If the college values differ from the student's values and the system does not deliver the services and programs the student was anticipating, then the student may also leave due to the college's broken promises or lack of customer service orientation.

College Characteristics Related to Academic and Social Integration

As in high school, a student's integration involves several areas encompassing the academic and social realms of the college (Figure 1, Tinto, 1975): grade performance, intellectual development and peer and faculty interactions. For this study, I agree with the definitions for academic and social integration provided by Nora (1993:235).

> Academic Integration: The development of a strong affiliation with the college academic environment both in the classroom and outside of class. Includes interactions with faculty, academic staff, and peers but of an academic nature (e.g., peer tutoring, study groups).
> Social Integration: The development of a strong affiliation with the college social environment both in the classroom and outside the class. Includes interactions with faculty, academic staff, and peers but of a social nature (e.g., peer group interactions, informal contact with faculty, involvement in organizations).

Academic integration of the student covers a wide area of activities, yet when explaining drop out decisions, students may withdraw from college for a variety of reasons. If the student does not perform well academically, the institution will dismiss the student (i.e., academic probation leading to academic dismissal). Students also leave voluntarily when they are not prepared academically and return to campus when prepared scholastically. If the student exceeds or meets the academic requirements, a 2.00 GPA or better, and all the other variables are held constant, then the student will continue his or her college enrollment. In contrast, students completely involved in their studies, with less social engagement, might leave the institution due to a lack of social integration.

Similarly, the student's intellectual development has important implications in the student's likelihood of success at the college. If the student does not gain new knowledge or intellectual stimulation, the student through boredom or lack of comprehension may falter and leave the institution. Conversely, if the student learns and gains new meaning from the educational experience, then the student will likely continue his or her enrollment at the college.

Likewise, the student must interact with the faculty and students. The more the student academically exchanges ideas, values, and interests with peers and faculty, the more likely the student will succeed. "The student's peer group is the single most potent source of influence on growth and development during the undergraduate years" (Astin, 1993, p. 398). Some of the academic integration variables for this study include grade point averages (GPA), basic skills' placement, study habits, study groups, tutoring, and meeting with an instructor at the end of the class session or during office hours to discuss academic issues.

In another domain, social integration entails the student's involvement in activities that are not academic in nature. Students who do not fit socially in the college environment may decide to leave the institution. Others may feel lonely and return to their community and family, while others leave as social misfits because their values are incongruent with that college's social framework. "Specifically, college dropouts perceive themselves as having less social interaction than do college persisters" (Tinto, 1975, p. 107). In contrast, excessive social integration may also lead students to drop out because they spend little time with their academic commitments. For this study, some of the social integration variables comprise language (ESL), cultural background, extracurricular activities or lack of them, peer-group relationships, student clubs and organizations, employment, goal setting, and meeting with faculty informally to discuss personal matters.

Tinto (1975) did not discuss at great length the external variables that affect college student attrition. But as a third domain, external issues are powerful influences and revolve around lack of money, encouragement by significant others, transfer to another institution, stop-outs and others. College student attrition does not necessarily mean permanent withdrawal of students. My experience at California State University, Dominguez Hills and Long Beach City College has shown that students often "stop-out" due to job requirements, lack of funds, or other reasons and eventually re-enroll later.

Thus, when I cite attrition data for a given period, it only reflects that period and does not imply permanency. Students also transfer to other colleges and universities to achieve their goals. Similarly, the college also dismisses students for lack of academic progress or social issues leading to their dismissals. And a few students leave permanently and never return to any higher education system. My point here is that dropout is multi-dimensional.

To summarize Tinto's (1975) model — the better assemblage of the student's pre-college characteristics aligned with the student's commitment to a goal and the institution yields better chance of student success at the point of college entry. Once matriculated, the more suitable combination of college characteristics — the increased level of academic and social integration, the more likely the student will persist.

Thus the companion theories inter-relate and differ slightly when focusing on the institution and students. In parallel, Astin (1984) and Tinto (1975) address the commitment of the student to a goal and the institution. Both also advocate integrating the student more with the academic and social domains of the college. Astin (1984) persuades college administrators and the faculty to modify policies and practices that enhance student involvement, while Tinto focuses on the student's increased interaction with the college academically and socially, and those college characteristics that enhance student performance. Tinto's model covers broad areas related to student attrition as a longitudinal process, while Astin's focuses on issue of time as a commodity. These two theoretical frameworks provide the impetus for studying attrition issues faced by EOP&S students at LBCC.

EOP&S Admission Process at LBCC

> Specifically, I would advise institutions to concentrate their efforts on admission, early educational assessment and mandated academic assistance, orientation, and on those programs which focus on the first year of student life on-campus, ... (Tinto, 1987:16).

The following is a thorough description of the admission process typically encountered by EOP&S students. It may seem bureaucratic, but Title 5 mandates these policies. Similarly, the literature review substantiates the types of services rendered to EOP&S students. Title 5 links into Astin's student involvement theory (through policies and practices) and Tinto's model of student integration.

In the matriculation process, students interested in EOP&S must first apply to the college admission office. Admission staff checks for the student's California residency status, age, and "ability to benefit" status, which means students who did not graduate from high school must show they have the skills to succeed at the college level. If students do not pass the "ability to benefit" test, the Financial Aid Office will not award the student the educational costs to cover their fees or college expenses. Students may continue their enrollment, but without financial assistance.

Depending on a student's inclination to deal with and complete the matriculation process for EOP&S, a student must meet the low-income criteria. On a rolling basis, students fill out their Free Application for Federal Student Aid (FAFSA) and indicate Long Beach City College on the form. Within four to six weeks, the Student Aid Commission will send the student's FAFSA information on an electronic tape to LBCC's Financial Aid Office.

Financial Aid will run a need analysis to determine a student's financial need. Briefly, the cost of attending LBCC for the academic year minus parent and student contributions equals financial need. The Financial Aid Office will then award the student grants, work-study, and even loans, if necessary, to cover the student's estimated expenses for the fiscal year.

The Financial Aid Office also screens for EOP&S low-income eligibility. The system generates EOP&S letters, applications, and the student mutual responsibility contract. The Financial Aid staff forwards the documents to the EOP&S staff for packaging and mailing to prospective EOP&S students. Eventually, students will receive the packet, fill out the EOP&S application and the student mutual responsibility contract and personally visit either of the two offices to submit the forms (Appendix B).

Once receiving the documents, the EOP&S clerk reviews the application for completion, and if needed, requests transcripts from other colleges and universities. The staff then informs the student about attending an EOP&S orientation session and taking the assessment exams as stipulated in the student mutual responsibility contract. During this period, the EOP&S clerk marks the application and forwards the application to the professional staff responsible for screening EOP&S eligibility codes. The EOP&S professionals then review the applications for the EOP&S educational disadvantaged criteria (listed in Chapter One). If eligible, the professional staff forwards the EOP&S application to the clerks to set up the student's file as inactive. The EOP&S clerk will move an inactive student file to the active file when the student (1) attends the EOP&S orientation, (2) submits all missing transcripts, (3) takes the assessment exams, (4) meets with an EOP&S counselor to develop an educational plan, and (5) enrolls in 12 semester units.

EOP&S requires students to take the assessment exam covering English, reading, and math before admitting them into the EOP&S program. The Matriculation Office administers the assessment exams along with a general student orientation. The assessment exams serve several purposes. First, EOP&S professionals will look at the scores to determine admission to EOP&S under Title 5, educationally disadvantaged criteria (i.e., student placed in remedial courses). Second, the EOP&S counselors need a platform to appropriately advise students regarding the basic skills' courses. The placement level improves the chances for students to succeed at the college: skills match ability levels. Finally, LBCC places students who take the assessment exam in priority registration status over students who have neglected the exam. EOP&S also requires students to attend an EOP&S orientation session as mandated by Title 5 (in addition to the college's general student orientation). The EOP&S orientation session covers

EOP&S' mission and goals, the student mutual responsibility contract, and services available. The orientation team includes an EOP&S counselor, a professional, a clerk, and a peer advisor serving on a panel to discuss their roles related to EOP&S services.

Finally, Title 5 requires new EOP&S students to enroll in 12 semester units with only ten percent of the new population waived to take less than 12 units but more than 9 semester units. [Reasonable accommodations are made for students with documented disabilities.] Research has supported the success of students who take a full-time load per term (Astin, 1984, Long & Amey, 1993).

EOP&S Student Services

EOP&S provides the following services at LBCC:

- Outreach and Recruitment Services—EOP&S identifies and recruits "at-risk" high school students in the service community.
- Orientation Programs—As a requirement, EOP&S requires all eligible students to attend the orientation to review the mission and purpose of EOP&S, the student mutual responsibility contract, and other related student services.
- Priority Registration—LBCC grants EOP&S students priority registration for their classes each term.
- Academic and Personal Counseling—Title 5 mandates that an EOP&S student must meet with an EOP&S counselor at least three times a semester.
- Study Skills—EOP&S requires all students to enroll and pass LEARN 11.
- Learning Communities—As an option, EOP&S encourages students to participate in the learning communities (i.e., CLIO and STAR). Faculty members team up to offer 12 semester units of courses and apply cooperative learning strategies. Students share the same courses with their classmates throughout the semester and receive additional services such as tutoring and learning skills' strategies.
- Supplemental Instruction for LEARN 11—EOP&S pays LEARN 11 instructors an extra hour per week to meet individually with EOP&S students to discuss study skills' techniques, learning styles, and other student related services.

- Peer Advisement—EOP&S hires and pays LBCC students to work as EOP&S peer advisors. Peer advisors serve as a role model, mentor, and refer students to the appropriate services.
- Student Leadership Conferences—EOP&S provides students with the opportunity to attend the EOP&S leadership conference held once a year.
- Workshops and Seminars—As an option, EOP&S invites students to attend on-campus workshops and seminars related to study skills, cultural diversity issues, employment opportunities, etc.
- Individual Tutoring—The Center for Learning Assistance Services (CLAS) grants students first priority to schedule a one-to-one tutoring session.
- Book Grants or EOPS Grants—EOP&S provides $120.00 grants to eligible students per semester with an unmet need.
- Referrals to other Student Support Services—Counselors or peer advisors may refer EOP&S students to other related student services.
- Assistance with the UC/CSU Admission Application—EOP&S trains the peer advisors to assist students with UC and CSU admission applications.
- UC/CSU Admission Application Fee Waivers—EOP&S provides students with UC, CSU, and private colleges' admission application, fee waiver forms.
- Recognition Awards Banquet—Each year, EOP&S hosts a recognition ceremony honoring EOP&S students who graduate, transfer, or are on the Dean's list.
- And the Cooperative Agencies and Resources for Education (**CARE**)—provides additional services to AFDC single-head of household students with children under the age of fourteen.

As mentioned in the introduction, EOP&S requires its students to enroll in LEARN 11 the first semester at LBCC. EOP&S gives a one-semester grace period for late matriculated students. LEARN 11 covers all pertinent areas relevant to learning styles, study skills, catalog rights, LBCC services and programs, issues of diversity and gender, and other topics. Most importantly, EOP&S pays LEARN 11 instructors to meet individually with EOP&S students to discuss areas needing improvement (i.e., supplemental instruction). Research recommends this study skills/intervention approach to develop the motivational and learning skills so students can improve their grade point averages (Bean, 1982).

As required by Title 5, EOP&S mandates its students to meet with an EOP&S counselor three times a semester. Studies advocate assisting students with frequent personal and academic counseling contacts (Tinto, 1987), especially for under-prepared community college students' frequent contact with an academic counselor (Long & Amey, 1993). Students may see a peer advisor or attend an approved workshop to satisfy the second counseling contact. The following details what occurs typically in an EOP&S counseling session.

For a new student, the first contact in general entails reviewing the Student Mutual Responsibility Contract with the student pertaining to the three counseling appointments, interpreting the assessment results located in the student's admission file, identify the student's educational/career goal, and completing the student's Educational Plan. For the second contact, the student may see a peer advisor or attend an approved workshop. Finally, the last contact for the semester includes, reviewing the academic progress with the student and addressing any needs before updating the Educational Plan for the next term. For continuing students, the first session typically covers checking the educational plan, reviewing the student's academic progress made from the prior semester, screening for probation students, and using intervention approaches. The second and third counseling contacts are similar to the strategies used for new students.

The educational plan is a form utilized by the EOP&S counselors when working with students (Appendix C). EOP&S allocates one hour for counselors to develop educational plans with students. The educational plan entails two major parts: listing of courses by program and by semesters. Research studies recommend mapping students' educational goals (Metzner & Bean, 1987; Bean, 1982). The first part of the educational plan, counselors list courses required to achieve a certificate, an associate arts degree, or transfer. The six-semester plan section covers courses planned in the remaining terms. Basically, counselors will not meet with students unless they have an educational or career goal. EOP&S counselors refer students to the Career Center to narrow their goals first before taking time in detailing an educational plan. Once the student knows exactly what goal he or she wishes to attain, the EOP&S counselor maps out the courses in the following order:

- Basic skills courses for reading, math, and English
- Courses required for graduation, Financial Aid, and EOP&S (e.g., LEARN 11)
- Courses required for the certificate, associate arts, or transfer program (sometimes a student wants all three goals and the educational plan exceeds one page), and
- Lower-division courses required for the major prior to transferring to a university.

EOP&S must provide "over and above" services, and EOP&S funds must not supplant existing college programs and services, but must go beyond in scope. For example, the Center for Learning Assistance Services (CLAS) provides group tutoring sessions for all LBCC students. As an over and above service, EOP&S pays for CLAS tutors to provide individual tutoring sessions with EOP&S students. Similarly, EOP&S and disabled students have priority registration before other LBCC students. Another over and above service includes specific workshops addressing the needs of EOP&S students (e.g., math anxiety or career counseling) as well as hosting a family services' fair for the Cooperative Agency Resources for Education (CARE) students (i.e., CalWorks).

Eventually, once EOP&S students reach six semesters or 70 units, which ever comes first, the program must help the student transition into existing programs and services (such as general counseling or the transfer center). During this phase of the student's life, EOP&S provides additional over and above services such as fee waivers to pay for the UC and CSU admission applications. Ultimately, the student will meet for the last time with an EOP&S counselor to fill out a Transition Survey.

Budget Allocation

In providing the over and above services described previously, the Chancellor's Office (CO) strictly monitors the distribution and expenditure of EOP&S funds as a categorical program. Title 5 mandates how EOP&S programs must allocate and spend their resources. For 1997-98, EOP&S at LBCC received a total of $1,084,199.00 which was the average cost per student a year of $588.00 for 1,843. As required by the CO, I allocated the budget into three areas:

- Category A (program development and maintenance);
- Category B (student services and programs); and
- Category C (direct aid to students).

For 1997-98, I allocated 13 percent to Category A (with the understanding that the CO likes to see 8 percent in Category A). Category A pertains to secretarial and technical support not directly related to student services. Such activities include payroll, purchase orders, budget transactions, MIS updates, and so forth.

I expended 58 percent in Category B, which covers the salaries and benefits for counselors (29 percent of the total EOP&S budget), peer advisors, tutors, LEARN 11 supplemental instruction, parking permits, bus passes, and other related student services.

Also, as required by the CO, EOP&S must spend at least a minimum level in Category C (i.e., student financial aid). As an over and above service, EOP&S at LBCC contributed 29 percent to Category C in the form of book grants and EOP&S grants ($310,000).

Finally, as required by Title 5 for EOP&S, the district must match a minimum of ten percent of the state's contribution to cover for the director's salary and benefits, and items not permitted as expense items in the EOP&S budget (i.e., LBCC matched $122,545).

Conclusion

My study looks at EOP&S students' academic and social integration levels, external influences, and LBCC's incongruent policies and practices as described by Astin (1984), if any. I plan to add more knowledge to this field by developing an early intervention program on how to integrate students more effectively with LBCC, academically and socially. In his speech on *The Principles of Effective Retention*, Tinto (1987) states, "It remains the case that each institution must assess for itself the particular attributes of student departure from its campus. Only in that manner can institutions identify and accurately target specific forms of action to the task of student retention" (p. 6). Given the over and above services, EOP&S students should have at least a good opportunity, if not better performance measures related to retention, persistence, graduation, and transfer rates, than the general student population. The methodologies in the following section will center on fall 1997 and spring 1998 data collection to ascertain attrition and persistence reasons given by EOP&S students as well as their level social and academic integration.

CHAPTER THREE

METHODS

INTRODUCTION

The research **questions** in this study are:

1 Given the level of over and above services EOP&S students receive, to what extent and why do they withdraw from college?

  1a. Did EOP&S students who withdrew from LBCC take advantage of EOP&S services or other on-campus services and programs?

  1b. Did EOP&S students withdraw from the college due to the lack of integration with the college (i.e., academically or socially)?

  1c. Are there differences in EOP&S students' expectations versus their dreams (aspirations)? If yes, why the differences?

2. How can EOP&S and LBCC better serve students to continue their enrollment at LBCC?

Design of Study

In summary, my plan covered four main areas:

1. Document Review. I gathered data from the Long Beach City College (LBCC) EOP&S computer system and Institutional Research/Academic Services to develop the following—(1) a demographic profile (2) an EOP&S services received portrait,

(3) an academic profile, (4) performance rates, and (5) other program involvement of 367 first-year, new EOP&S students enrolled in the fall 1997 semester. To investigate the college attrition reasons I also reviewed the EOP&S files of students who withdrew. I identified the ethnic, gender, and age distribution of the population to establish a demographic profile. For EOP&S services received portrait, I validated counseling contacts, peer advisor appointments, completion of LEARN 11, tutorial appointments, book or EOP&S grants awarded, and financial unmet need. This selected population should already have on file an EOP&S application, a student mutual responsibility contract, and an educational plan as stipulated by Title 5. For the academic profile, I obtained GPA, academic probation status, units completed, and basic skills' placement for English, reading, and math. For performance indicators, I requested and received retention, persistence, and success rates of the population over two semesters. I also cross-referenced the population for their participation with other on-campus programs such as Project Launch (a federally funded retention program) and the learning communities (i.e., STAR, CLIO). Finally, I checked the EOP&S student files to investigate leavers' reasons for attrition decisions (if any). I used Microsoft Excel and SPSS 9.0 (statistical software program) to graph these variables for students who persisted compared to students who withdrew from LBCC (i.e., persisters versus leavers).

2. Survey. I developed and distributed a survey to 367 EOP&S students regarding their level of academic and social integration at LBCC, the reasons why they dropped out

or persisted, and what services helped, hurt, or were needed but not provided by EOP&S or LBCC. The survey also included rating LBCC departments, an opportunity to explain any positive or negative experiences at LBCC, and others (e.g., demographic profile). I graphed 117 of the returned surveys on SPSS 9.0 software program and Microsoft Excel. The EOP&S students who submitted the survey become my sample.

3. Focus Group Interviews. I developed a set of interview questions addressing the research questions and pertinent student responses or ratings from the survey. I wanted EOP&S students to voice their opinions about factors that contributed to their continuing enrollment or attrition decisions. I interviewed three groups—all persisters (I describe later issues pertaining to getting the leavers to participate.). See Appendix E for transcriptions.
4. Intervention Strategies. Using the results of the document reviews, the surveys, and the focus group interviews, I developed a set of recommendations for LBCC and other community college EOP&S programs.

Definition of Persistence (Persisters and Leavers)

I divided the population into students who persisted and students who dropped out according to my definition of ***persistence*** (i.e., persisters and leavers). I define ***persisters*** as active EOP&S students enrolled in the fall 1997 semester who received an A, B, C, D, F, CR, NC, I, or W and who enrolled in the spring 1998 semester and received an A, B, C, D, F, CR, NC, or I. I define ***leavers*** as active EOP&S students enrolled in the fall 1997 semester who received an A, B, C, D, F, CR, NC, I, or W and who *did not enroll* in the spring semester 1998 ***or*** who enrolled in the spring term but withdrew – receiving *all Ws*. The reason why I differ from the Research and Planning Group's (RPG) definition described in Chapter One is because students who received *all Ws* in the second term, in my view, ceased to continue their education and therefore dropped out of college. The reason why I included *I* and *NC* in the persister's formula is because students had the academic intent to complete their program, but did not do well academically as compared to students who withdrew (W) from all classes, showing no academic commitment to complete the courses. The RPG would differ partly due to the budget allocation reasons for seat counts – even students who officially withdrew after census period. The RPG rationale is that students who enrolled in the second term persisted from the first term regardless of what happened to them in the second term.

Overview of the Chapter

I divided this chapter into five areas detailing methodologies. The first section covers the population selected for this study addressing the why, where, how, and how many. The students who submitted the survey and participated in the focus group interviews become the sample. The second portion covers the instrumentation used in this study (i.e., student records, survey, and focus group interviews). The third section pertains to the procedures outlining all three multiple measurements (i.e., how I implemented and gathered data). I discuss data analysis relative to all three instruments.

particularly comparing the persisters versus the leavers (i.e., independent sample t-tests). Finally, I discuss the limitations of this study.

POPULATION

I define my population as those EOP&S students who were *freshmen*-level students (enrolled in 30 semester units or less), *new* to the EOP&S program in the fall 1997 semester, and in *active* status with the EOP&S program at Long Beach City College. I did a purposive selection of the population for two reasons: (1) to have a large pool to draw samples for the survey and focus group interviews; and (2) with the rationale that attrition studies show this cohort to be the most at-risk group for college attrition. "Attrition is, for most institutions, most frequent the first year of college. Nearly half of all leavers depart before the start of the second year" (Tinto, 1998, p. 169). This population represents 59 percent of all new, active EOP&S students in the fall 1997 semester. That is, EOP&S at LBCC registered 617 new students in the fall 1997 with 41 percent of this population being students with 31 semester units or more (i.e., sophomore level). The population includes EOP&S students in *active* standing as defined by Title 5 as EOP&S students with an EOP&S admission application, a student mutual responsibility contract, and an educational plan on file. New and active EOP&S students must enroll in twelve semester units or more; however, Title 5 permits the program to sanction ten percent of the new EOP&S students enrolling in less than twelve semester units to a limit of nine semester units.

To get the most representative cohort of freshmen standing, new, and active EOP&S students, in consultation with Institutional Research/Academic Services, I defined this population with the following criteria:

- New EOP&S students enrolled in the fall 1997 semester;
- EOP&S students who attempted less than or equal to 30 units through fall 1997;
- EOP&S students who did not have an EOP&S record at LBCC between fall 1993 and spring 1997 (summer 1997 excluded).

I set these parameters to eliminate second year, EOP&S students (more than 30 semester units) and returning EOP&S students (dating back five years to the fall 1993 semester). I wanted to focus on new EOP&S students' experience with our program. Therefore, the population includes continuing LBCC students, students who just graduated from high school, transfer students from other institutions, and returning adults—all having less than or equal to 30 semester units attempted (not earned) and new to the EOP&S program in the fall 1997 term.

The population includes continuing LBCC students who enrolled at Long Beach City College prior to fall 1997, but who never enrolled officially with EOP&S. Legally, EOP&S could admit any eligible student into the program as long as they have less than

70 semester units. Internally, EOP&S at LBCC admits continuing, returning, or transfer students with less than 56 semester units with the rationale that a student can benefit a least a year with the EOP&S Program. For example, continuing LBCC students may hear about EOP&S via the Financial Aid Office (i.e., low-income criterion) or through friends already participating in the program. After a semester or a year or even two years, these students could decide to apply to EOP&S and complete the requirements for active status in the fall 1997 semester. Already, the population includes 61 continuing LBCC students on progress probation (17%), seven continuing students on academic probation (2%), and one student on academic and progress probation (.3%). In summary, almost 20 percent of this population include students already on progress or academic probation, but new to EOP&S and with less than 30 semester units attempted.

This population also includes high school students who either took LBCC classes during high school or summer school, or who for the first time enrolled in the college and the EOP&S program in the fall 1997 semester. Some of these recent high school graduates already have college credits. This population is relatively young: out of the 367 students, 225 are 19 years old or younger (61.3 %).

The population may also include transfers from other colleges and universities—students who took classes at other community colleges or four-year universities, but transferred back to the community college. This group matriculated to LBCC with less than 30 semester units and was new to the EOP&S program in the fall 1997.

Finally, the population includes returning adults—students who either need new job skills, need an advance degree for upward mobility, or who have been forced into college by the welfare requirements (CALWORKS). Table 5 displays the gender and ethnic distribution of the population studied that is representative of the entire EOP&S population shown in Table 1, Chapter One.

Table 5. Gender and Ethnic Distribution of Population

Ethnicity	Female	Male	Total
Asian	49 (13.4%)	44 (12.0%)	93 (25.3%)
African American	101 (27.5%)	37 (10.1 %)	138 (37.6%)
Filipino	2 (0.5%)	3 (0.8%)	5 (1.4%)
Hispanic	51 (13.9%)	30 (8.2%)	81 (22.1%)
Native American	3 (0.8%)	1 (0.1%)	4 (1.1%)
Other	3 (0.8%)	2 (0.5%)	5 (1.4%)
Pacific Islander	3 (0.8%)	0 (0.0%)	3 (0.8%)
White	22 (6.0%)	16 (4.4 %)	38 (10.4%)
Total	234 (63.8%)	133 (36.2%)	367 (100.0%)

Notes. LBCC Institutional Research/Academic Services, Fall 1997

INSTRUMENTATION

Document Review

I compiled an EOP&S portrait of 367 EOP&S students covering demographic information, services received profile, academic framework, student performance rates, reasons for attrition via EOP&S files, and other non-EOP&S program involvement. These "active" EOP&S students already have attended an EOP&S orientation session, have taken the assessment exam, have an EOP&S application, a student mutual responsibility contract, and an educational plan on file. With the cooperation of the Institutional Research/Academic Services, I obtained data elements addressing a portion of my research questions.

1. **Given the level of over and above services EOP&S students receive, to what extent and why do they withdraw from college?**

   1a. Did EOP&S students who withdrew from LBCC take advantage of EOP&S services or other on-campus services and programs?

I obtained a demographic profile from Institutional Research/Academic Services for a distribution of the population by ethnicity, gender, and age. I also gathered an entry profile of the population according to beginning term at LBCC and how students were admitted into the EOP&S program under the eligibility codes. I registered the following EOP&S services: counseling contacts, peer advisor contacts, tutoring sessions, LEARN 11 completion, EOP&S grants received, and financial unmet need. I also compiled an academic profile of this population to include basic skills' placement levels, probationary status (if applicable), GPA, and units completed comparing the persisters and leavers. I also assembled student performance indicators of these two groups: persistence, retention, and success rates. To specifically answer the research questions listed above, I read the counselors', peer advisors', and students' notes in the EOP&S files for students who withdrew.

Survey

The survey I developed addresses the research questions proposed earlier in this chapter (sample of survey, Appendix D). In consultation with my dissertation committee, the LBCC research analyst, and the LBCC dean of Counseling and Student Support Services, I developed a set of questions that examined EOP&S students' level of academic and social integration with LBCC. I test piloted the survey with three EOP&S students to receive feedback on their comprehension of the questions. From their input, I revised a few questions to make them more reader friendly (i.e., language revised from complex meaning to simple, basic-level English).

The survey measures six areas: (1) EOP&S demographics; (2) EOP&S students' goals and reasons for attrition; (3) EOP&S services and programs; (4) academic integration; (5) social integration; (6) LBCC system issues and students' rating of LBCC departments. For the sample, I received 32 percent from the population or 117 surveys, which is statistically valid. I separated the surveys into two groups—persisters and leavers. The survey measures the variables specified in the research questions listed at the beginning of the chapter.

Interview Questions

The interview questions addressed all the research questions and I asked the same interview questions to all three focus groups: persisters, leavers, and mixed. The interview questions I developed and used in the study followed up on students' survey responses--areas that significantly caught my attention that needed further analyses. I also incorporated a few questions from the survey to determine if I was getting consistent responses from students.

Justification for Case Study Method

The purpose of interviewing three groups of students (the persisters, the leavers, and the mixed group) was to examine any differences between the groups and if EOP&S needed to modify or enhance its programs and services to better serve and integrate students into the college community. I also wanted to find out if students had issues with LBCC in general (i.e., other departments, faculty, or staff). All interview questions were open-ended questions. During the focus group interviews, EOP&S students had the opportunity to voice their opinions as to the reason(s) why they withdrew from LBCC (or why they persisted) and what might have made them remain in college and persist into the next term. Students could inform me directly of the real reason(s) why they withdrew. Focus group interviews could also present new information not typically considered in surveys.

Units of Analysis (Case) and Observation

The main unit of analysis was students' departure from LBCC (i.e., dropout) and students' persistence at LBCC. The secondary emphasis was whether EOP&S or LBCC can improve its services to retain students in college. The units of observation were the numbers of students who showed up for the three focus group interviews.

Reliability and Validity

For document review, I registered the same data elements for all 367 students, except for one portion of the document review where I looked through EOP&S files for students who dropped out only. For the survey and focus groups, I asked the same questions to all participants. I triangulated the data across the document review, the surveys and focus group interviews' results. Using multiple measures, this study addressed issues of validity, especially when I applied quantitative and qualitative methods to answer my research questions.

PROCEDURES

How I obtained consent?

I filed two Claim of Exemption from Human Subject Protection Committee Review (HS-7) forms with the University of California, Los Angeles (UCLA) (Appendix E): one H7 form for the survey and the other for the focus group interviews. Once approved, I filed a memorandum with the dean of Institutional Research/Academic Services at Long Beach City College along with copies of UCLA's human subject forms. I also cleared the research with the dean of Counseling and Student Support Services at LBCC.

How I contacted my participants and obtained their cooperation?

Document Review

I did not need permission from UCLA or LBCC to review and report student records since my study for this instrumentation does not require student involvement. I reported the population into two groups collectively and I did not report them individually by name, social security number, or any other form of student identification. Even for the review of student files for students who withdrew, I grouped the variables for attrition decisions.

Survey

The survey took longer to implement since it involved several phases. First, I requested two sets of mailing labels for this sample via the Computer Center (one for the initial mailing of the survey with instructions and the second mailing with a reminder notice and raffle tickets). Second, I used Institutional Research/Academic Services account number with the U.S. Postal Service to handle the postage charges from the returned self-addressed envelopes (those consisting of the surveys or raffle tickets). Third, I developed and reproduced a specific EOP&S self-addressed envelope. Fourth, I reproduced the survey and instructions for mailing. Finally, I used raffle tickets in the second mailing to remind students to fill out the survey and as an incentive for them to participate in the study.

The EOP&S staff mailed the surveys with instructions to 367 EOP&S students in July 1998 (Appendix F). The instructions stipulated that my study would not use their name, social security number or any other identifier. The anonymity of the students provides a forum for them to actually indicate how they integrated themselves during the fall 1997 and spring 1998 semesters without the emotional trauma or concern of being identified. The instructions also reiterated the issues of confidentiality with the added assurance of anonymity. Also, in order to preserve the anonymity of the student, the survey did not have any identifier. The instructions addressed the importance of the survey, encouraged their participation, and indicated the deadline for EOP&S to receive the survey.

Within two days of the first mailing, EOP&S mailed the raffle drawing notice to encourage students to complete the survey and to mail them back in the self-addressed envelope. However, in order for students to participate in the raffle prize drawing, they had to fill out the tear-off form with their name and social security number and return the form in a separate self-addressed envelope provided by EOP&S before the survey deadline.

Because my target was 30 percent of all surveys, I had to extend the deadline into early August. I had the EOP&S peer advisors follow up with phone calls to remind all students in the population about the survey. The phone calls certainly helped, and finally, I reached my goal by collecting 117 surveys. A few students opted to return the survey personally at either of the two campuses.

Focus Groups

Although I provided raffle prizes to students who volunteered to participate in the survey, I had to carefully consider how to assist two different groups in the focus group study. The incentives for the persisters to participate in the focus group interview included a counseling contact added to their EOP&S record. I did not consider any monetary award since I only needed an estimated fifteen persisters to participate in two of the three interview groups. Since I have a master's degree in counseling and meet Title 5 EOP&S counseling qualifications, students who met with me during the focus group interview earned a counseling contact credit.

However, I had to carefully consider how to bring students who dropped out from LBCC to come to campus and participate in the interviews. I offered paying this group $20.00 for one hour to participate in the focus group interviews. I also provided the leavers the option to meet with me individually to discuss opportunities to re-enroll into the college: how to re-matriculate; how to be eligible again for the EOP&S program; and, how to receive grant funds if they have a financial unmet need. Given the particular situations of the students and after receiving their EOP&S applications, I can admit them back into the EOP&S program.

I conducted a mailing stating the purpose of the study, dates and times available for the interviews, and the incentives tailored for each group (Appendix F). I listed my direct phone number to schedule the appointments and I overbooked in case a few students did not show up. The letter indicated that I would use a pseudonym instead of their real names in the study, but I could not guarantee that any persons reading the study would know their specific identity. I also reiterated these facts over the phone while scheduling prior to the interviews.

Nonetheless, after the first round of group interviews scheduled on January 29, 1999, only one student showed up for the leavers' session, and for the mixed group, there were three persisters and no leavers. I had the problem of how to get the leavers to participate in the focus group interview. So I did decided to conduct two more focus group interviews—the mixed group and leavers on February 17th, and this time I offered the leavers $30.00. To my surprise, no leavers showed up to either focus group. I conducted the interviews for the third set of persisters.

Document Review

In administering the review of student documents, I requested and received the demographic profile of the population and the success indicators from Institutional Research/Academic Services—persistence, retention, course completion, and success rates. I recorded the data into tables for both groups in Chapter Four (persisters and leavers).

For EOP&S services utilized by the population, I set up the parameters on Microsoft Excel and SPSS 9.0 software program and I accessed our computer system to retrieve the information on counseling contacts, peer advisor contacts, LEARN 11 completion, EOP&S grants, and financial unmet need. I obtained a list of EOP&S students who participated in tutoring sessions from the Reading and Writing Center and the Center for Learning Assistance Services (CLAS). I carefully reviewed both lists to match the EOP&S students in the population.

I also established fields to review academic elements such as basic skills' placement levels, probationary status, EOP&S eligibility factors, GPA, and unit completion rates for all 367 students. I registered these services on Excel and SPSS for both groups (persisters and leavers).

In another approach, I reviewed EOP&S student files for students who dropped out of LBCC. I marked any significant notes by counselors, peer advisors, or students' written comments that indicated the reasons why students withdrew. I also registered these notes on SPSS.

Finally, I requested and received a list of students who participated in other programs. I cross referenced the lists for CARE, Project Launch, and the learning communities and added a section in the tables indicating students' participation in these programs.

For each research question, I list below the data sources and data collection strategies when I conducted the review of documents (Yin, 1994).

1. **Given the level of over and above services EOP&S students receive, to what extent and why do they withdraw from college?**

Data Sources and Data Collection Strategies: (Key words – EOP&S services and withdraw)

EOP&S eligibility and service screens for all 367 students
- ✓ LEARN 11 completion
- ✓ Counseling contacts

- ✓ Peer advisor appointments
- ✓ EOP&S grants awarded
- ✓ Financial unmet need
- ✓ CARE (if applicable)

CARE student file

- ✓ Workshops attended

EOP&S student file for students who withdrew only

- ✓ EOP&S counselor's notes on the EOP&S record form
- ✓ Student's handwritten comments on the EOP&S reinstatement form (if any)
- ✓ EOP&S peer advisor form
- ✓ Title III probation form (if any)

Computer system—academic screen for students who withdrew only

- ✓ Date of when student withdrew from classes

1a. Did EOP&S students who withdrew from LBCC take advantage of EOP&S services or other on-campus services and programs?

Data Sources and Data Collection Strategies: (Key words—EOP&S services, withdraw, other on-campus services and programs)

EOP&S eligibility and service screens for all 367 students

- ✓ LEARN 11 completion
- ✓ Counseling contacts
- ✓ Peer advisor appointments
- ✓ EOP&S grants awarded
- ✓ Financial unmet need
- ✓ CARE (if applicable)

Other campus services and programs

- ✓ CARE student file (workshops attended)
- ✓ Project Launch (Federal TRIO Program)
- ✓ STAR and CLIO (Learning Communities)
- ✓ Tutoring appointments (Reading and Writing Center and the Center for Learning Assistance Services)

EOP&S student file for students who withdrew only

- ✓ EOP&S counselor's notes on the EOP&S record form
- ✓ Student's handwritten comments on the EOP&S reinstatement form (if any)
- ✓ EOP&S peer advisor form
- ✓ Title III probation form (if any)

Computer system—academic screen for students who withdrew only

- ✓ Date of when student withdrew from classes

1b. Did EOP&S students withdraw from the college due to the lack of integration with the college (i.e., academically or socially)?

Data Sources and Data Collection Strategies: (Key words—withdraw, academic and social integration)

EOP&S eligibility and service screens for all 367 students

- ✓ LEARN 11 completion
- ✓ Counseling contacts
- ✓ Peer advisor appointments
- ✓ EOP&S grants awarded
- ✓ Financial unmet need
- ✓ CARE (if applicable)

CARE student file

- ✓ Workshops attended

Other campus services and programs

- ✓ Tutoring appointments (Reading and Writing Center and the Center for Learning Assistance Services)
- ✓ Project Launch (Federal TRIO Program)
- ✓ STAR and CLIO (Learning Communities)

EOP&S student file for students who withdrew only

- ✓ EOP&S counselor's notes on the EOP&S record form
- ✓ Student's handwritten comments on the EOP&S reinstatement form (if any)
- ✓ EOP&S peer advisor form
- ✓ Title III probation form (if any)

1c. Are there differences in EOP&S students' expectations versus their dreams (aspirations)? If yes, why the differences?

Data Sources and Data Collection Strategies: (Key words—expectations versus dreams) The survey and focus group interviews answer this question; however, the review of documents may reveal something.

EOP&S student file for students who withdrew only

- ✓ EOP&S counselor's notes on the EOP&S record form
- ✓ Student's handwritten comments on the EOP&S reinstatement form (if any)
- ✓ EOP&S peer advisor form
- ✓ Title III probation form (if any)

2. How can EOP&S and LBCC better serve students to continue their enrollment at LBCC?

The survey and focus group interviews answer this question.

Survey

When I received the surveys, I entered the survey elements into SPSS (version 9.0) for data analyses. On SPSS, I grouped the questions into six areas: (1) EOP&S demographics; (2) EOP&S students' goals and reasons for attrition; (3) EOP&S services and programs; (4) academic integration; (5) social integration; (6) LBCC system issues and rating of LBCC departments.

I also collected separately the returned tear-off forms for the raffle prize drawing. I had to delay into August 1998 to receive enough surveys to satisfy this portion of the study. With the help of EOP&S peer advisors through phone calls, I collected a total of 117 surveys. The drawing occurred thereafter, and EOP&S staff notified the winners to pick up their prizes. The raffle prizes included money ($100 and $50), ten pack backs on wheels, and two LBCC sweatshirts.

Focus Groups

I administered the interview sessions in the EOP&S office in a roundtable format on two different days (i.e., chairs placed in a circle). I had to conduct more focus group interviews because the leavers did not show up to the first round of interviews (and they still did not show up for the second round of interviews). I conducted the focus group interviews in the EOP&S office for three reasons. First, the EOP&S office is large enough to hold ten people and does not have a classroom atmosphere. I wanted the students to feel relaxed as we sat around a table discussing the issues of student attrition. Second, students knew where the EOP&S office was located. Third, using the EOP&S office computer system and a laptop, transcribers typed portions of the interviews while the interviews were being taped recorded. I assigned transcribers to three students each, and when the student spoke, the transcriber typed the student's responses.

DATA ANALYSIS

I established procedures for approaching the data for all three methods. For the review of documents of the population, I applied descriptive statistics using frequencies (number and percentages). For the returned surveys, I treated the 117 students as the sample of the population. I used sample/inferential statistics (independent sample t-tests and chi-square tests for nominal survey questions). For the focus group interviews, I used unitizing and categorizing the information from the transcriptions. In essence, for each interview question, I coded the text (i.e., unitizing), and thereafter, I grouped the codes into common themes – categorizing (Rudestam & Newton, 1992). I wanted to compare major themes and differences between the persisters and leavers.

Document Review

I divided the analyses of documents into six components with the help of Institutional Research/Academic Services and EOP&S clerks on SPSS 9.0 and Microsoft Excel:

1. EOP&S demographic profile for 367 students: ethnicity, gender, and age.
2. EOP&S services for the population comparing frequencies of the persisters and leavers for the following variables: counseling contacts, peer advisor appointments, LEARN 11 completion, tutoring appointments, EOP&S grant awards, and financial unmet need.
3. Academic profile contrasting the persisters and leavers with the following elements: EOP&S eligibility codes, basic skills' placement levels, probationary status, GPA, and units completed.
4. Performance indicators in measuring the persisters and leavers with the following factors: retention, persistence, and success rates.

5. EOP&S student files to identify specific reasons why students withdrew. I graphed when this cohort of leavers completely withdrew from the college (i.e., date of departures).
6. Other includes programs and services that the students participated on campus such as CARE (within the EOP&S program) and Project Launch (outside the EOP&S program). I reviewed the number of workshops attended by CARE students. Project Launch is a federally funded, retention program on campus. Similarly, programs such as STAR and CLIO are learning community programs. I sent a list of social security numbers to the Research office to cross-reference them to find out if members in the population were active participants.

Survey

After entering the data fields on SPSS, I generated tables for all survey questions and compared frequencies and means of the persisters and leavers. I displayed independent sample t-tests or chi-square tests for tables having statistical significance. I grouped the 55 questions into six categories comparing the two groups: EOP&S demographic profile, EOP&S goals and attrition reasons, EOP&S services, academic integration, social integration, and LBCC system issues and rating of LBCC departments.

Focus Group Interviews

I compared the groups' responses to the 15 questions. Primarily, I focused on any differences in the answers between the persisters. I also looked at common themes from these participants.

LIMITATIONS

The limitations of this study include the following:

1. The study is not a longitudinal study covering a population over a few years, but a snapshot of a population over two semesters.
2. The population excludes any returning EOP&S students since the fall 1993. The study may have returning EOP&S students prior to the fall 1993 semester who participated in the EOP&S program, but who did not attempt more than 30 semester units. There might be a small number of students who returned back to school prior to the fall 1993.
3. Since the population contains continuing LBCC students already exposed to the educational environment at LBCC, researchers may argue that the population is tainted because it does not include 100 percent new fall 1997 students. As a reminder, my interest examines new students exposed to the EOP&S program. Since I needed a large population, I had to define the population to include some continuing LBCC students, but relatively considered freshmen (30 semester units or less).

4. Surveys may not cover variables that caused students to withdraw. Through the document review and focus group interviews, I hope to capture those areas not disclosed in the survey.
5. Surveys have limitations for several reasons. First, not all students respond to surveys, especially those students who had to withdraw from the college. Two, most surveys are closed-ended questions and thus limit students' freedom of expression, although I attempted to include open-ended questions. Three, the length of the survey may discourage students from filling out the survey. However, I felt I had to cover many pertinent areas. Finally, students may still be in basic level writing courses and detest the idea of reading and writing something; students may orally express their ideas and issues directly. After receiving the surveys and reading the students' responses, I realized that I did not consider the ability levels of limited English speaking students.
6. Scholars may question the focus group interview conducted by the director of the program. I assured all participants that I wanted to hear their honest responses. [During the sessions, none of the students realized I was the director of the program. They thought I was a researcher].
7. The focus group interview did not include any leavers, although two attempts were made to have this group participate on campus.
8. I did not capture data on ex-offenders, chemically dependent or homeless students. I am concerned about the alarming increases from these populations, yet I cannot have

students disclose their private lives. My experiences at LBCC seem to point to these populations among welfare students as the most at-risk groups within EOP&S.

9 I cannot account for other services and programs on campus which could have helped or hindered student success in EOP&S. As a reminder, attrition has many variables in higher education, and my study attempted to capture most of these variables.

Conclusion

> A significant portion of student attrition might be prevented through timely and carefully planned institutional intervention (Pascarella & Terezini, 1980:61).

I am driven by concerns about utilizing LBCC's resources more effectively and being accountable for positive student outcomes. My study focused on one academic year and analyzed the match between EOP&S students and LBCC's social and academic support systems as well as external variables affecting student attrition. For educators like myself, the challenge is how to use the findings to make program decisions for improvement. I have no documented relationship that exists between service levels, impact, and outcomes currently. The educational system constantly bombards me with new information, new technologies, new intervention strategies, and I wrestle with how to incorporate the funds to address the needs of the program, the students, and staff. I often question the cost-effectiveness of programs and services at LBCC and higher education in general. I will use the results of this study's findings to propose the appropriate use of funds, enhance program effectiveness, and propose new intervention strategies in serving students to minimize student departure.

CHAPTER 4

DATA ANALYSIS AND DISCUSSION

INTRODUCTION

> In my first semester, I had an English 1 instructor that verbalized her racism to the class and she eventually was saying that she didn't think certain people had the learning capacity as other people. (Ann, Focus Group Interview Session)

> Well, I had psychology with one of the instructors on this campus here, and he seemed hell bent on converting the students to evolution…If anybody would have mentioned Christianity at all, He would get really mad, and say that Christ is just a fantasy. (Joy, Focus Group Interview Session)

I divided this chapter into two major areas—data analysis and discussion. Under data analysis, I cover five areas:

1. ***Entry Profile and Demographics.*** I described the entry profile of the population studied—the semester EOP&S students matriculated to Long Beach City College (LBCC) and under what EOP&S eligibility codes they were admitted into the program. I also reviewed the demographics of the population and the sample (i.e., ethnic, gender, age, and family status).
2. ***Document Review***. I divided the analyses of EOP&S student documents into five areas setting up the variables in SPSS 8.0 and later importing the data into Microsoft Excel table formats. After reviewing the information, I transferred relevant findings into Microsoft Word. For document review, I conducted

only descriptive statistics since I am only working with the population, and therefore I covered relevant frequencies and percentages under this section. I reviewed and analyzed data in the following five areas:

- I compared the frequencies and percentages of ***EOP&S services*** received by the persisters and leavers for the following variables: counseling contacts, peer advisor appointments, LEARN 11 completion, tutorial appointments, EOP&S and book grant awards, and financial unmet need.
- I contrasted the ***Academic profile*** of the persisters and leavers by the following elements: basic skills' placement levels for reading, English, and math, probationary status, grade point averages, and semester units completed.
- I described in table formats the ***Performance rates*** distinguishing the persisters and leavers by the following indicators: retention, persistence, and success rates. I also compared the performance rates for the populations in this study, all EOP&S students, and all students at Long Beach City College.
- I reviewed ***EOP&S student files*** of the leavers to identify specific reasons why they withdrew. I looked for some indication in the record file for a student's attrition decision. Also, I graphed the dates of withdrawals for the leavers.

- I also compared ***other programs and services*** in which the students participated on campus. Although CARE is a program within the EOP&S program, not all students are eligible for CARE services. Also, Project Launch is a federally funded retention program that serves around 200 at-risk students at the college.

3. ***Survey Results.*** After entering data fields into SPSS 8.0, I generated tables for all survey questions and applied inferential statistics to the sample independent samples t-tests. For nominal survey questions, I conducted chi square tests if necessary. I grouped 55 survey questions into six categories comparing the persisters and leavers: (1) EOP&S demographic profile, (2) EOP&S goals and attrition reasons, (3) EOP&S services used, (4) academic integration, (5) social integration, and (6) LBCC system and rating of LBCC departments.

4. ***Focus Group Interviews.*** I compared the groups' responses to the 15 focus group interview questions displayed in *Appendix G*. Primarily I looked at similar responses from students addressing the questions (i.e., common themes).

5. ***One Year Later.*** Finally, I reviewed the population again — one year later. I compared the students' fall 1998 enrollment status and whether they continued their involvement with the EOP&S program.

After each data analysis area, I discuss the relevant findings by addressing the research questions and providing information across several areas, if applicable:

1. Provide an overview of the significant findings of the study for each section.
2. Discuss new findings, if any, in light of existing research studies.
3. Review the implications of the study related to the student attrition theories.
4. After careful examination of findings for each section, discuss the findings that fail to support or only partially support the research questions.
5. Discuss the limitations of the study that may affect the validity or the generalizability of the results.
6. And conclude with recommendations for further research.

ENTRY AND DEMOGRAPHIC PROFILES

Data Analysis

Table 6 represents the beginning term 367 students attended Long Beach City College. Ninety-seven percent of the population started in the summer or fall 1997 terms as intended by this study. However, 3 percent of the population began prior to the fall 1992 semester, and one—by error, started in the spring of 1997 (i.e., I did not want spring 1997 or prior term students). As you may recall, Institutional Research/Academic Services queried the database back five years to the fall 1992 semester to delete students from the population. Apparently, my population has 3 percent of returning students enrolled prior to the fall 1992 term having less than 30 semester units completed and new into the EOP&S program in the fall 1997 term.

Table 6. Beginning Term

	Persisters		Leavers		Total	
	no.	%	no.	%	no.	%
Fall 97	208	72%	66	82%	274	75%
Summer 97	71	25%	11	14%	82	22%
Prior to Fall 92	8	3%	2	3%	10	3%
***Spring 98**	0	0%	1	1%	1	0%
Total	287	100%	80	100%	367	100%

Notes. *One student should not have been in the population.

Table 7 shows a lateral analysis of the student groups by term. When comparing terms for persistence, 87 percent of the students who attended summer school persisted into the spring 1998 term versus 76 percent of the students who attended the fall 1997 semester. According to these results, students who attended summer school were more likely to persist than students who started in the fall term.

Table 7. Beginning Term within the Groups

	Persisters		Leavers		Total	
	no.	%	no.	%	no.	%
Fall 97	208	76%	66	24%	274	100%
Summer 97	71	87%	11	13%	82	100%
Prior to Fall 92	8	80%	2	20%	10	100%
***Spring 98**	0	0%	1	100%	1	100%
Total	287		80		367	

Notes. *One student should not have been in the population.

The following table shows the distribution of the population according to EOP&S eligibility codes—admission into the program (Table 8). The EOP&S program admitted a larger number of students under Category D (34 %)—*previously enrolled in remedial courses*. Category C—*high school grade point average below a 2.50*—was the primary risk category with 38 percent of the leavers in this EOP&S category. The second EOP&S category with a large number of student withdrawals from college was Category D (i.e., *previously enrolled in remedial courses*) with 29 percent of the leavers. The results indicate that students with a low high school GPA followed by being enrolled in remedial courses were at greater risk for dropping out of college than students in other EOP&S' eligibility categories.

Table 8. Eligibility Admission to EOP&S

	Persisters		**Leavers**		**Total**	
	no.	**%**	**no.**	**%**	**no.**	**%**
A—Assessment Exam Scores-800 Level	77	27%	19	24%	96	26%
B—Did Not Graduate From High School	27	9%	4	5%	31	8%
C—GPA is Below 2.5	57	20%	30	38%	87	24%
D—Previously enrolled in Remedial Courses	102	36%	23	29%	125	34%
E1—First Generation	16	6%	4	5%	20	5%
E2—Primary Language is Not English	6	2%	0	0%	6	2%
E3—Underrepresented Group	2	1%	0	0%	2	1%
Total	287	100%	80	100%	367	100%

Notes. Numbers do not add to 100% because of rounding.

Table 9 represents the ethnic distribution of the population of 367 EOP&S students and the sample of 117 students who submitted the survey. African Americans represented 38 percent of the population studied yet 61 percent of the leavers were African Americans. In contrast, Asian Americans and Hispanics had lower dropout rates compared to their population, while whites remained the same for all categories and also had the lowest dropout rate. However, looking at the survey results alone, 50 percent of the leavers were Asian Americans. (I discuss the issues of sample versus population results in the Discussion section.) The results from the population show that African Americans were the most at-risk group for college attrition as compared to the other student ethnic groups.

Table 9. Ethnic Distribution

	Persisters		Leavers		Total	
	no.	%	no.	%	no.	%
African-American	89	31%	49	61%	138	38%
Asian-American	83	29%	10	13%	93	25%
Filipino	5	2%	0	0%	5	1%
Hispanic	68	24%	13	16%	81	22%
Native-American	4	1%	0	0%	4	1%
Other Non-White	5	2%	0	0%	5	1%
Pacific-Islander	3	1%	0	0%	3	1%
White	30	10%	8	10%	38	10%
Total	287	100%	80	100%	367	100%

Notes. LBCC Institutional Research/Academic Services, Fall 1997
Numbers do not add to 100% because of rounding.

Table 10 displays the gender distribution, and shows a ratio of almost 2:1 between females and males. Males were underrepresented in the population, and recent data supports this finding that males are greatly underrepresented in the EOP&S program—a ratio of almost 4:1—females to males (LBCC MIS Report for EOP&S, Fall 1998).

Table 10. Gender Distribution

	Persisters		Leavers		Total	
	no.	%	no.	%	no.	%
Males	102	36%	32	41%	134	37%
Females	185	64%	47	59%	232	63%
Total	287	100%	80	100%	367	100%

Notes. LBCC Institutional Research/Academic Services, Fall 1997

Table 11 represents the age distribution comparing the leavers and the persisters. The average age for Long Beach City College students was 30 while the mean for the study's population, EOP&S students, was 24 (*Student Facts, Spring 1998*, Office of Institutional Research/Academic Services, August 1998). Almost 70 percent of the population consisted of 18-24 year olds. The results indicate those students less than 20 or over 40 years old were least likely to drop out of college.

Table 11. Age Distribution

	Persisters		Leavers		Total	
	no.	%	no.	%	no.	%
18-19	123	42%	23	36%	146	41%
20-24	74	27%	28	32%	102	28%
25-29	29	11%	11	13%	40	11%
30-34	17	6%	8	9%	28	7%
35-39	9	3%	5	6%	14	4%
40-49	21	7%	2	3%	23	6%
50-59	6	2%	0	0%	6	2%
Over 60	2	1%	1	1%	3	1%
Total	281	100%	78	100%	359	100%

Notes. LBCC Institutional Research/Academic Services, Fall 1997
Numbers do not add to 100% because of rounding.
Missing Cases = 8 (assumed to be under 18 years of age)

Discussion of Entry and Demographic Profiles

1. **Given the level of over and above services EOP&S students receive, to what extent and why do they withdraw from college?**

The entry and demographic profiles displayed above answer a portion of the research question (i.e., *to what extent*). In summary, the typical persister enrolled in summer school, was admitted into the EOP&S program under Category D (previously enrolled in remedial courses), was Asian American or Hispanic student, and female. The typical leaver profile was an African-American student and students admitted into the EOP&S program with a high school GPA of 2.50 or less (i.e., EOP&S Category C).

There are three areas that reveal significant findings for the entry profile and demographics of this population. First, students who attended summer school before the fall semester were more likely to persist than students who began their studies in the fall term 1997. Students helped their likelihood of success by exposing themselves to the college environment during the summer. Assumedly, students who enrolled in a few units during the summer began to understand the mechanics of the college and how to navigate the system. However, students who were full-time in the fall term for the first time, had little time to assimilate into the college surroundings.

Second, although Title 5 mandates the admission of students into the EOP&S program with less than a 2.50 high school GPA, this category became the high-risk subgroup within the EOP&S population. Grade point average from high school is a pre-college characteristic under Tinto's Model (1976). Students admitted in Category C (low high school GPA) were more likely to drop out of college than students admitted in other categories.

Finally, another *implication* of the study related to current theory draws attention to students of color persistence rates. I was surprised about the low dropout rates for the Hispanic and Asian American groups (Vietnamese and Cambodians). The African American students in the population showed the highest dropout rate among the ethnic groups (61%). Research studies have shown that students of color drop out at a higher rate than white students (Rendon & Mathews, 1989; Rendon & Nora, 1989). Although white students represented 10 percent of the leavers in the population, the Hispanic and Asian American groups had 16 and 13 percent, respectively—and had more students in aggregate numbers than white students enrolled in the program.

The results of this study do not fully substantiate the research trends related to students of color dropout rates at Long Beach City College. After reviewing these results, I inquired with LBCC research department. Interestingly, the latest report from Institutional Research/Academic Services for the general student population indicates that the Asian/Pacific Islander and Hispanic students persisted more than white students—a study conducted over three years (Institutional Effectiveness: A Baseline Report, Long Beach City College, June 1998).

For this section, *further research* needs to address students of color persistence rates at Long Beach City College. In the population studied for EOP&S, why did African American students drop out at a higher rate than Hispanic or Asian American Students

(Cambodians and Vietnamese)? Why for the general student population are Hispanics performing slightly better than white students? Another question to address is, what did the persisters do to succeed who were admitted into the EOP&S program under Category C—*high school GPA below a 2.50*—that the leavers admitted under the same category did not do? For EOP&S, drawing attention to the general characteristics of the leavers and persisters will help formulate policy recommendations.

DOCUMENT REVIEW

Data Analysis

The review of student records revealed significant findings, especially between the persisters and leavers. Gathering data from the population contributed tremendously to the formulation of recommendations in Chapter Five. This section is partitioned into five major areas (i.e., EOP&S services received, academic profile, performance indicators, EOP&S student files and other programs and services).

EOP&S Services Profile

Table 12 compares the LEARN 11 completion rates between the persisters and leavers over one academic year. Seventy-four percent of the persisters passed LEARN 11 and only 19 percent of the leavers passed LEARN 11. Ninety-three percent of the students who passed LEARN 11 persisted as compared to 7 percent who did not persist. The results suggest that students who passed LEARN 11 were more likely to persist than students who did not complete the course.

Table 12. LEARN 11 Completion Rates

	Persisters		Leavers		Total	
	no.	%	no.	%	no.	%
YES	213	74%	15	19%	228	62%
% Passed LEARN 11		(93%)		(7%)		(100%)
NO	74	26%	65	81%	139	38%
Total	287	100%	80	100%	367	100%

Notes. **LBCC Institutional Research/Academic Services, Fall 1997**

Table 13 presents the number and percentage of counseling contacts for both groups during the academic year 1997-98. Sixty-four percent of the leavers only had one counseling contact during which time an EOP&S counselor developed an educational plan. As the number of counseling contacts increased, the greater was the persistence rate, maximizing at 100 percent at five or more counseling contacts. The data indicate that students who met more often with a counselor were more likely to persist into the following term than students who met less often with a counselor.

Table 13. Number of Counseling Contacts for the Academic Year

	Persisters		Leavers		Total	
	no.	%	no.	%	no.	%
1	54	18%	51	64%	105	28%
2	68	24%	16	20%	84	23%
3	61	21%	11	14%	72	20%
4	67	23%	2	3%	69	19%
5	26	9%	0	0%	26	7%
6-7	11	4%	0	0%	11	3%
Total	287	100%	80	100%	367	100%

Notes. **One student/persister had zero contact.**
Numbers do not add to 100% because of rounding.

The same positive results held true for meeting with an EOP&S peer advisor more often. Table 14 shows the number and percentage distribution of peer advisor contacts for the period studied. Similarly to the EOP&S counselors, the persisters met more often with their peer advisors than the leavers. Eighty-three percent of the leavers did not meet with a peer advisor, and interestingly, a little over half of all EOP&S students did not meet with a peer advisor at all (52%). For the persisters, an increase in the number of contacts was related to improved persistence rates (except for the last one, most likely because of the fewer numbers). The findings show that both groups met a few times with their peer advisors, and the persisters met more often with a peer advisor than the leavers. (Further research findings discussed later indicate issues with the peer advisor component.)

Table 14. Number of Peer Advisor Contacts for the Academic Year

	Persisters		**Leavers**		**Total**	
	no.	**%**	**no.**	**%**	**no.**	**%**
0	126	44%	66	83%	192	52%
1	91	32%	11	14%	102	28%
2	62	22%	2	3%	64	17%
3	8	3%	1	1%	9	2%
Total	287	100%	80	100%	367	100%

Notes. **One student/persister had zero contact.**
Numbers do not add to 100% because of rounding.

The Center for Learning Assistance Services (CLAS) provided me with fall 1997 and spring 1998 rosters of the EOP&S students who received tutorial services during both

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semesters. Table 15 displays the tutoring service hours received by EOP&S students for the two semesters. Ninety-six percent of the leavers did not meet with a tutor, and in fact, 86 percent of the total EOP&S population never had a tutoring session. Therefore, a total of 53 students in the EOP&S population took advantage of tutoring services. The leavers stopped at 3.5 hours or seven tutorial sessions. The results indicate that EOP&S students in this population studied did not fully utilize the free tutorial services offered on campus.

Table 15. Number of Tutoring Sessions for the Academic Year

½ Hour Sessions	Persisters	%	Leavers	%	Total	%
0	237	82	77	96	314	86
0.5—3.0	27	10	3	4	30	8
3.5—6.0	5	2	0	0	5	1
7.0—10	4	1	0	0	4	1
13.0—15.0	3	1	0	0	3	1
15.5—21.0	7	3	0	0	7	2
31.5—39.0	4	1	0	0	4	1
Total	287	100	80	100	367	100

As with counseling and tutorial contacts, obtaining an EOP&S book grant or an EOP&S grant favors the persisters. In examining Table 16, which delineates the amount of EOP&S grants or EOP&S book grants awarded per student annually, 33 percent of the leavers never received an EOP&S grant award as compared to 10 percent of the persisters. Twice as many of the persisters (55%) received the typical allotment of $120.00 per term (or $240/year) as compared to the leavers (28%). The results show that

EOP&S students who received an EOP&S grant award were more likely to persist than students who do not receive an EOP&S grants award.

Table 16. **Distribution of EOP&S Grants and Book Grants**

	Persisters		**Leavers**		**Total**	
$	**no.**	**%**	**no.**	**%**	**no.**	**%**
0	28	10%	26	33%	54	15%
***120**	93	32%	32	40%	125	34%
****240**	158	55%	22	28%	180	49%
315	8	3%	0	0%	8	2%
Total	287	100%	80	100%	367	100%

Notes. *** One student received only $75.00.**
**** Three students received $195.00.**
Numbers do not add to 100% because of rounding.

A similar trend showed the leavers' having a larger portion of financial *unmet need* not satisfied as compared to the persisters. (No table is displayed due to the volume of awards per student.) The average unmet need for the leavers for the academic year was $5,726 as compared to $4,263 for the persisters. The difference between the groups was ***$1,461*** or $731 per semester. Five persisters had zero financial need—meaning they had their financial needs satisfied for the academic year. Considering that all EOP&S students are low-income by state requirements, students not having their financial need met leaves them with another barrier to overcome in higher education. The results disclose that the leavers had an enormous amount of financial need not covered by the Financial Aid Office at Long Beach City College.

EOP&S Academic Profile

This section looks into the EOP&S academic performance levels of the population. Essentially, I examined the assessment placement levels of EOP&S students, their grade point averages, units completed, and their probationary status. For a better understanding of the basic skills' courses listed in the tables that follow, I placed the lower level courses first in the tables, and in descending order, I listed the higher levels college courses. In general, 800 numbering courses are basic skills' and 100 numbering courses are college level classes.

Table 17 represents the reading assessment placement levels for both groups. Twenty three percent of the persisters satisfied the reading requirement as compared to 11 percent of the leavers. Forty-three percent of the Leavers assessed into English 881 versus 22 percent for the persisters. The results indicate that students who assessed into English 82 or above were more likely to persist than students who tested into English 881.

Table 17. Reading Assessment Placement Levels

	Persisters		**Leavers**		**Total**	
	no.	**%**	**no.**	**%**	**no.**	**%**
***English 892/895/896**	10	3%	3	4%	13	3%
English 881	64	22%	34	43%	98	27%
English 882	71	25%	20	25%	91	25%
English 82	75	26%	13	16%	88	24%
Met	65	23%	9	11%	74	20%
Total	285	100%	79	100%	364	100%

Notes. ***One student took ESL reading.**
Missing Cases = 3
Numbers do not add to 100% because of rounding.

Table 18 illustrates the English assessment placement levels for both groups. The same inverse relationship as in reading occurred for English placement levels—the persisters increased in placement levels while the leavers decreased in the same levels. Forty-three percent of the leavers placed into English 801 as compared to 21 percent of the persisters with a similar trend for English 105—33 percent for the leavers and 21 percent for the persisters. In contrast, the persisters satisfied the English requirement more than the leavers—39 percent to 14 percent respectively. Interestingly, ESL students performed fairly well with 94 percent persisting compared to only 6 percent leaving the college. Again as with reading, students who assessed into the lower basic skills' levels like English 801 were twice as likely to drop out of college than students who did not place in the lower levels.

Table 18. Writing Assessment Levels

	Persisters		**Leavers**		**Total**	
	no.	**%**	**no.**	**%**	**no.**	**%**
English 895A	3	1%	5	6%	8	2%
English 801	60	21%	34	43%	94	26%
English 105	59	21%	26	33%	85	24%
Met	110	39%	11	14%	121	34%
ESL	49	17%	3	4%	52	14%
% w/in ESL		(94%)		(6%)		(100%)
Total	281	100%	79	100%	360	100%

Notes. Missing Cases = 7 (It is assumed that these seven students had their writing exams waived)
Numbers do not add to 100% because of rounding.

Table 19 delineates the math assessment placement levels for the leavers and the persisters. Again, a larger number of leavers placed into the lowest math levels (e.g., Math 805) with 53 percent, versus persisters with 36 percent. Likewise, as students assessed higher, the higher the persistence rates. The results show that students who assessed in math 130 or above were more likely to persist than students who placed math 110 or below.

Table 19. Math Assessment Levels

	Persisters		Leavers		Total	
	no.	**%**	**No.**	**%**	**no.**	**%**
Math 805	99	36%	41	53%	140	40%
Math 815	40	14%	8	10%	48	14%
Math 110	90	32%	23	30%	113	32%
Math 130	33	12%	5	6%	38	11%
Met	15	5%	0	0%	15	4%
Total	277	100%	77	100%	354	100%

Notes. **Missing Cases = 13 (It is assumed that these 13 students had their math exams waived)**
Numbers do not add to 100% because of rounding.

Table 20 displays the grade point averages (GPA) for both groups after one academic year (at the end of the spring 1998 semester). Fifty-seven percent of the leavers had GPAs below 2.00, with 41 percent below 0.99. In contrast, the persisters had 25 percent below a 2.00, with the remaining 75 percent above a 2.00 GPA. The persisters had an average GPA of 2.35 (675-grade points divided by 287 students) versus the leavers with an average GPA of 1.35 (108-grade points divided by 80 students). In conclusion, the results show the persisters did well academically as compared to the leavers.

Table 20. Grade Point Average at the End of Spring 1998

GPA	Persisters	%	Leavers	%	Total	%
0.00 to 0.99	27	9	32	41	59	16
1.00 to 1.99	50	17	13	16	63	17
2.00 to 2.99	139	48	21	27	160	44
3.00 to 4.00	72	25	13	16	85	23
Total	288	100	79	100	367	100

Notes. Numbers do not add to 100% because of rounding.

Table 21 illustrates the average units completed by both groups at the end of the academic year. The persisters had a completion rate of 68 percent of 18 semester units or more than the leavers with only 1 percent in this same category. The average units completed by the persisters equals 21.7 (6,242 units divided by 287 students) as compared to 5.65 units for the leavers (452 divided by 80 students). Students who completed 18 semester units after one year are in good academic standing with EOP&S program. The results show that students who complete their units were more likely to persist than students who did not complete their course work.

Table 21. Units Completed at the End of Spring 1998

GPA	Persisters	%	Leavers	%	Total	%
0 to 17.5	92	32	79	99	171	47
18 to 44.5	195	68	1	1	196	53
Total	287	100	80	100	367	100

Finally, Table 22 denotes the distribution of the persisters and leavers relative to their probation status at the end of the spring 1998 semester. Sixty-five percent of the persisters avoided probationary sanctions as compared to 36 percent of the leavers.

However, 61 percent of the leavers were identified with progress probation—students who did not complete the required units specified in their financial aid agreement (usually 12 units per semester). Ironically, 11 percent of the persisters ended up on academic and progress probation. In summary, the persisters may endure avoiding probationary sanctions, but the results also indicate a small risk for academically struggling students attempting to complete the semester. In contrast, students who drop out have to contend with progress probation and the risk of losing their financial aid awards.

Table 22. Probationary Status

	Persisters		Leavers		Total	
	no.	%	No.	%	no.	%
Not on Probation	187	65%	29	29%	216	59%
Progress (Units)	64	22%	49	61%	113	31%
Academic (GPA)	5	2%	1	1%	6	2%
Progress & Academic	31	11%	1	1%	32	9%
Total	287	100%	80	100%	367	100%

Notes. Numbers do not add to 100% because of rounding.

Performance Measures

Table 23 describes the performance rates for the EOP&S population studied (first year, new to EOP&S program in the fall 1997 term, with less than 30 semester units), compared to all active EOP&S students and LBCC students in the fall 1997 semester. In summary, retention refers to the number of students who did not withdraw from college within the same semester. Persistence is the number of students who continue their enrollment from one semester into the following semester. Finally, success rate is the calculation of all grades—C or better divided by the total population.

For retention rates (i.e., within the same term), all EOP&S students performed slightly better than the general student population, 80 percent over 76 percent. For persistence rates (i.e., term to term), the student population performed slightly better than all EOP&S students minus the population—89 percent versus 87 percent, and both groups did substantially better than all LBCC students (65%). However, the success rates tell a different story—the student population did slightly poorer compared to all other EOP&S students and one percentage point above the general student population. The results indicate that the EOP&S population needs to improve its success rates. (There was no difference between the persisters and leavers relative to retention and success rates, 81 and 68 percent respectively.)

Table 23. Fall 1997 EOP&S Performance Indicators

Performance Indicators	Population Studied (N=364)	All EOP&S Minus Population (N=1,225)	LBCC Students Minus EOP&S (N=19,204)
Retention Rate	79%	80%	76%
Persistence Rate	89%	86%	65%
Success Rate	66%	69%	65%

Notes. Institutional Research/Academic Services, Fall 1997
Only 364 of the 367 students had an enrollment record in Fall 1997.

EOP&S Files

Table 24 represents the leavers' withdrawal status in the spring 1998 term. The majority of the leavers never enrolled in the spring term (40%) followed by April with the second largest percentage (27%). The results show that students attempted to continue their education until the last official period to withdraw near the end of April.

Table 24. Leavers' Month of Complete Withdrawal

Did Not Enroll	January	February	March	April
32 (40%)	3 (4%)	12 (15%)	11 (14%)	22 (27%)

Finally, for this section on EOP&S files, I read and examined notes from EOP&S counselors, students' handwritten comments on the EOP&S reinstatement form (if any), and the EOP&S peer advisor forms. The EOP&S program places students on probation when they do not fulfill their mutual responsibility contract (e.g., progress probation). EOP&S students must fill out a reinstatement form if they want to return to the EOP&S program. Of the 80 leavers in this study, only nine students filled out a reinstatement form (11%) for fall 1998 term. This does not necessarily mean that only nine students were stop-outs and returned to college. As described later in this chapter, students did return but opted not to participate in the EOP&S program again.

Another interesting item from the students' files showed that seven students were transfers coming to Long Beach City College from other California colleges while two others were transfers from out-of-state. This represents 14 percent of the leavers.

Table 25 combines some attrition reasons given by the leavers in either the reinstatement forms or counselors' or peer advisors' notes. Six students indicated that they had family problems such as death in the family, care for an elderly family member, or having been kicked out of the house. Five students stated that they had either found a new job or the job demands conflicted with their school hours. The results show diverse reasons for withdrawing from college.

Table 25. Attrition Reasons

Reason	no.	%
Family Problems	6	22%
New Job/Job Conflict	5	19%
Moved	4	15%
Single Parent/No Child Care (1)	3	11%
Transfer to Another College	2	7%
Math Problems	2	7%
Legal Problems	2	7%
Armed Forces	1	4%
Enrolled in Wrong Classes	1	4%
Personal	1	4%
Total	27	100%

Notes: Missing Cases = 53

The most interesting outcome of reviewing these files related to the students' majors. Table 26 lists the majors declared by the leavers via their educational plans. Although 30 percent were in "other" majors, the three majors of concern were nursing (17), undecided (16), and business administration (12). The results show that these three majors represent 56 percent of the leavers.

Table 26. Distribution by Majors for Leavers

Major	no.	%
Other	24	30%
Nursing	17	21%
Undecided	16	20%
Business Adm.	12	15%
Teaching	6	8%
Pre-Medical	5	6%
Total	80	100%

Other Programs

I crossed referenced the social security numbers of Project Launch students with the 367 students in the population. Table 27 shows the results of EOP&S students' involvement in the Project Launch program (a federal retention program). Twenty-five EOP&S students were concurrently served by Project Launch. Surprisingly, only 1 out of 25 Project Launch students (4%) left Long Beach City College during the academic year 1997-98, with 24 EOP&S/Project Launch students continuing their enrollment at LBCC (96%). The data show that the more involved students were with different programs, the more likely they were to persist.

Table 27. Project Launch Students also in EOP&S

Active in Project Launch?	Persisters	%	Leavers	%	Total	%
Yes	24	96	1	4	25	100
No	263	77	79	23	342	100
Total	287	78	80	22	367	100

Table 28 displays the results of CARE students within the EOP&S program. These 24 students were AFDC recipients who received over and above services such as extra book grants, childcare grants, bus passes and/or parking permits. Eighty-five percent of the CARE students were persisters, and over 15 percent were identified as leavers. The results indicated that CARE students persisted slightly less as the EOP&S population (89% persistence rate).

Table 28. CARE Students in EOP&S

Active CARE Students?	Persisters	%	Leavers	%	Total	%
Yes	29	85	5	15	34	100
No	258	77	75	23	333	100
Total	287	78	80	22	367	100

In examining CARE students in the population studied, I checked for their workshop involvement at LBCC. Table 29 shows the distribution of the persisters versus leavers in their involvement in CARE workshops. The 29 active CARE persisters, on average, participated in two workshops over the academic year as compared to leavers with zero involvement. The result point to a positive outcome for having students committed to attending workshops on campus.

Table 29. CARE Workshops

Active CARE Students	Persisters	%	Leavers	%	Total	%
No. of Workshops	59	100	0	0	59	100

Finally, STAR was a learning community program that assisted students with a team of instructors and counselors, and students enrolled in a 12.5 unit block of courses. Students received tutoring, attended workshops, learned study techniques, and received help with writing, reading, and math. In examining Table 30, of the 17 EOP&S students enrolled in the STAR program in the fall 1997, 14 were persisters and three were leavers—82 percent of the STAR/EOP&S students persisted. Like the CARE program, the results show that STAR persisted slightly less than the EOP&S population studied.

Table 30. STAR Students in EOP&S

STAR Students	Frequency	Percent
Persisters	14	82%
Leavers	3	18%
Total	17	100%

Discussion of Document Review Results

From the review of LBCC records, the typical EOP&S persister passed LEARN 11, attended the counseling sessions, received EOP&S book/grants, and had less of a financial unmet need. The prototypical persister also had an academic profile slightly below or at the assessment exam levels, had a GPA above a 2.00, completed more than 18 semester units, and participated successfully in other retention programs. In contrast, the leavers' characteristics included not passing LEARN 11, attending fewer counseling sessions, receiving less EOP&S book/grants, and having a higher financial unmet need. The typical leaver tested into the lower levels of the assessment exams, had a GPA less than a 2.00, and did not complete 18 semester units for the academic year (i.e., only one out of 80 leavers earned more than 18 semester units). The archetypal leaver also did not participate extensively in other retention programs.

1. **Given the level of over and above services EOP&S students receive, to what extent and why do they withdraw from college?**

In re-framing a portion of Question 1 from, *to what extent do students withdraw,* to—*to what extent do students persist*, the *major findings* point to several areas. First, 93 percent of the students who passed LEARN 11 persisted over two semesters. Requiring EOP&S students to complete this study skills course helped them to persist. In linking this finding to the results of summer school persistence rate discussed in the entry profile section, the EOP&S program should consider a LEARN 11 summer session for new students before their full-time, fall term enrollment.

A second significant finding revealed that as the number of counseling contacts increased, so did the persistence rate for EOP&S students. In general, the data indicated that the leavers experienced something in the fall semester or early in the spring semester that caused them to withdraw, because after developing an educational plan (usually early in the fall semester), the majority of the leavers did not return for another counseling contact. It is obvious that students who withdraw from college are less likely to make future counseling appointments with an EOP&S counselor. However, the EOP&S challenge is how to capture these students early, before they drop out of LBCC, because students who meet more often with their counselors are more likely to persist as revealed in the results.

A third major finding arises as to why the persisters have a lower financial unmet need than the leavers have. Not having the financial support base stagnates students' attempts to fulfill their college obligations, especially if transportation, food, and other necessity items are difficult to purchase. Did the leavers apply late for financial aid that resulted in their higher levels of financial unmet need?

Fourth, since Title 5 stipulates admitting students enrolled or assessed in the basic skills courses, the challenge for EOP&S at LBCC is how to successfully intervene and assist students placed in the basic skills courses. It seems that students who score at the lowest placement levels are at higher risk for dropping out of college. As revealed in the previous section on entry profiles for assessment scores, EOP&S should focus on students placed in the lower levels of English, reading, and math, in addition to drawing attention to students admitted into the EOP&S program under the eligibility code of *high school GPA below a 2.50*. The outcomes for not paying attention to students' assessment placement levels probably led them to other consequences: low GPA, lack of unit completion rates, and probation.

Fifth, Project Launch students performed remarkably well. Only 1 out of 25 Project Launch and EOP&S students left Long Beach City College during the academic year 1997-98. There was debate on campus about the duplication of services received by EOP&S students in Project Launch. However, the results in this study tend to support favorable outcomes for student involvement with more than one retention program. Further study is needed to examine the success of Project Launch students not receiving EOP&S services.

Sixth, three majors combined—nursing, undecided, and business administration—represented 56 percent of the 80 files reviewed for the leavers. Perhaps a higher percentage of students declare these majors, and further studies are needed; however, EOP&S counselors should pay close attention to students with educational plans with these majors.

Finally, the findings show that both persisters and leavers met less with their peer advisors and 86 percent of the population never had a tutoring session. Why did students not take advantage of the peer advisors? Why did students not schedule themselves for free tutoring services? The survey results point to issues related to the peer advisor components (discussed later). However, further study is needed to address why EOP&S students did not see a tutor in the Center for Learning Assistance Services.

There are a few things to consider *in light of existing research studies*. Albeit the population studied persisted better than the general EOP&S and LBCC population, the population did slightly poorer on success rates than the general EOP&S population and one percentage point above the general LBCC population (i.e., 66% and 65%, respectively). In sum, six out of ten EOP&S students in the population earned grades of Cs or better. The EOP&S program must consider strategies on how to work with first-year students new into the program on how to perform better academically. This is particularly important for EOP&S students who plan to transfer to a four-year college or university, since the systems require a higher GPA for admission consideration (especially for impacted programs).

Also, I did not expect ESL students to persist better than other students in the population who took the English assessment exams. These students had to contend with language barriers, yet 92 percent of the students persisted. In my counseling experiences with ESL students, most ESL students take half their ESL series in their semester coursework while taking the remaining mainstream classes. What factors drive ESL students to persist successfully?

Lastly, 11 percent of persisters ended up on academic probation—a larger percentage over the leavers. One factor that probably affected this outcome was the persisters' attempts to satisfy their agreement with the Financial Aid and EOP&S offices. Basically, persisters needed to complete 18 semester units for EOP&S and 24 units for Financial Aid for the academic year. Otherwise, they lose out on substantial funding in the future from these offices. So typically, the persisters push themselves to complete the units, but 11 percent did not perform well academically, which resulted in academic probation.

In further discussing this section on Document Review, I *italicized* the answers to the research questions proposed earlier.

1a. Did EOP&S students who withdrew from LBCC take advantage of EOP&S services or other on-campus services and programs? *NO*

1b. Did EOP&S students withdraw from the college due to the lack of integration with the college (i.e., academically or socially)? *YES (lack of academic integration)*

In combining research question 1a (*EOP&S services*) and a portion of research question 1b (*academic integration*), the leavers did not actively participate in EOP&S

services, nor did they academically integrate themselves with LBCC. For Question 1a in particular, the involvement of students with other programs, such as Project Launch, benefited their likelihood of success, just as the results also indicated their high level of participation in the counseling sessions. For question 1b, students who passed LEARN 11 and participated in tutorial sessions had a higher persistence rate.

An examination of CARE and STAR only partially support my hypotheses and in light of research studies on student attrition. I formulated my hypotheses around Tinto (1976) and Astin (1984) theories on the level of student integration or involvement with the college environment. In essence, the more students involve themselves with the college surroundings, the more likely they are to persist. For example, the EOP&S population studied had a persistence rate of 89 percent. EOP&S students who participated in the Project Launch Program registered a 96 percent persistence rate. However, CARE and STAR students had lower persistence rate than the EOP&S population—85 and 82 percent, respectively. Why did CARE and STAR students not exceed the 89 percent persistence rate if they surpassed the typical level of services received by EOP&S students? I can only prognosticate that CARE (AFDC, single head of household students) had to work with women facing more barriers than typical EOP&S students had (e.g., childcare). As for STAR students involved in a learning community environment, I cannot find an explanation. Can such over-involvement have a counter effect on students' success? I recommend that further studies examine students' involvement with more than one retention program.

Another recommendation for further research needs to address why EOP&S students did not seek tutorial assistance. Did students find access to such services appropriate? Did EOP&S students encounter difficulties in working with tutors? Tutors are academically superior in a particular subject and they may talk a "different language" when working with at-risk students who are unfamiliar about the subject matter. Are there sufficient tutors available for EOP&S students? Do EOP&S students choose individual sessions more over group sessions? EOP&S must consider how to integrate students more with CLAS through policy changes and tracking because students are not seeking tutorial services.

Also, why was there such a major difference between the groups' financial unmet need (a difference of ***$ 1,461*** or $ 731 per semester)? The leavers had a large amount of financial need not covered by the Financial Aid Office at Long Beach City College. Additional studies should look into the impact of financial aid awards. Did this attrition variable caused students to withdraw? What can be done to assure that all EOP&S students' financial unmet need is reduced substantially to satisfy Title 5 over and above services?

I also need to investigate the area of EOP&S book/grants. Since I defined this population as "active," then all students have an equal chance to receive funds from EOP&S. Three issues surfaced: (1) did the leavers have an incomplete financial aid process, thus prohibiting EOP&S from awarding them? Or (2), were the leavers late applicants to the EOP&S program so that by the time EOP&S considered awarding them, there were not enough EOP&S grants available? Or (3), were the leavers late matriculated students who found difficulties in enrolling in 12 semester units, and thus EOP&S could not award them accordingly? More questions arise that require further research in the area of financial awards.

Another recommendation for further study looks at the assessment exams. I propose a future study of students who took the assessment exams to determine whether or not they actually enrolled in the proper basic skills courses. I would guess that the EOP&S counselors would have students comply with their educational plans and, therefore, only a very small percentage of EOP&S students would not follow their proper placement courses.

Finally, further study is needed to examine the success of Project Launch students *not receiving EOP&S services*. What activities does the Project Launch program do that differ from the EOP&S program? Do Project Launch student fare better on the persistence rate than EOP&S students?

In conclusion, some early accountability, new policies (student mutual responsibility contract), and tracking must work for students' integration with EOP&S services. EOP&S must synchronize all services and activities into a highly organized, integrated structure to successfully help students persist towards fulfilling their goals. One of Astin's (1984) postulates states that "the effectiveness of any education policy or practice is directly related to the capacity of that policy or practice to increase student involvement" (p. 298). This is the key for EOP&S to modify its services to integrate students more with the program and with the college.

SURVEY

Data Analysis

For the second phase of data analyses and discussion, I collected 117 surveys (the sample) from the population of 367 first year students. As a reminder, the survey attempted to measure students' academic and social integration, their level of EOP&S involvement, their rating of LBCC departments and key personnel areas, their recommendations on improving the EOP&S program and LBCC in general, and their reasons for dropping out of college.

From analyzing the survey results, I question whether the sample is representative of the EOP&S population. I caution the readers that the survey results can not be generalized to the entire EOP&S population. For example, in reviewing Table 31 on the ethnic distribution of students who submitted the survey, a researcher can infer the wrong analysis. That is, the most at-risk group according to the survey results was the Asian-Americans—when in fact, African Americans from the EOP&S population studied under LBCC records was the most at-risk group for dropping out of college. Therefore, generalizations must be kept to a minimum. However, there is still valuable information to share, especially when combining both groups' responses (the persisters and leavers in the sample).

Very few students who withdrew from college responded to the survey. Since the study was conducted with the students' identity concealed, I only assessed what the students' marked on the survey. Therefore, only 22 students indicated on the survey that they dropped out of Long Beach City College. Thus, 22 leavers out of 80 identified in the population returned the survey which represents 19 percent of the sample (117 surveys returned).

Throughout this section of *Survey Results*, I displayed and analyzed the most important findings first, before covering other interesting findings for each category. I only displayed inferential statistics for statistically significant outcomes in this section (e.g., t-tests). In others, I displayed in frequencies and percentages, and for nominal data if significant (i.e., alpha level less than .05), I displayed in chi-square format. I discarded non-significant data—so I did not cover all areas of the survey in this section. Finally, I concluded this section by discussing the important findings.

Demographic Profiles

Table 31 represents the ethnic distribution of the sample of 117 students who submitted the survey. In examining the survey results, more Asian-American students responded to the survey than other ethnic groups, and therefore, show both the largest numbers in leavers and persisters. This is a good example of the data results being skewed because African American students have a larger number in the EOP&S population. The results indicate that African American students responded less to the survey.

Table 31. Ethnic Distribution

	Persisters		Leavers		Total	
	no.	**%**	**No.**	**%**	**no.**	**%**
African-American	19	21%	7	32%	26	23%
Asian-American	24	27%	11	50%	35	31%
Filipino	3	3%	0	0%	3	3%
Hispanic	18	20%	2	9%	20	20%
Native-American	2	2%	0	0%	2	2%
Other Non-White	2	2%	0	0%	2	2%
Pacific-Islander	1	1%	0	0%	1	1%
White	14	15%	2	9%	16	14%
***Other**	7	8%	0	0%	7	6%
Total	90	100%	22	100%	112	100%

Notes. ***Other—Students marked their surveys with two ethnic groups to identify their ethnicity.**
Missing cases = 5 (i.e., students did not mark their ethnicity on the survey).
Numbers do not add to 100% because of rounding.

Table 32 displays the gender distribution, and shows a ratio of almost 2:1 between females and males (similar to the population). Males were also underrepresented in the population, and recent data supports this finding that males are greatly underrepresented in the EOP&S program—a ratio of almost 4:1—females to males (LBCC MIS Report for EOP&S, Fall 1998).

Table 32. Gender Distribution

	Total	
	no.	**%**
Males	42	36%
Females	74	64%
Total	116	100%

Notes. **Missing cases = 1 (i.e., student did not mark his or her gender identity)**

Table 33 represents the age distribution comparing the leavers and the persisters. Seventy three percent of the population consisted of 18-24 year olds. The results were similar to the EOP&S population for a young student group.

Table 33. Age Distribution

	Persisters		Leavers		Total	
	no.	**%**	**no.**	**%**	**no.**	**%**
18-19	34	60%	6	60%	40	60%
20-24	8	14%	1	10%	9	13%
25-29	5	9%	1	10%	6	9%
30-34	0	0%	1	10%	1	1%
35-39	6	10%	0	0%	6	9%
40-49	1	2%	0	0%	1	1%
50-59	2	3%	0	0%	2	3%
Over 60	1	2%	1	10%	2	3%
Total	57	100%	10	100%	67	100%

Notes. **Missing Cases = 50**
Numbers do not add to 100% because of rounding.

Table 34 delineates the distribution of EOP&S students' family status. Almost 50 percent of the EOP&S sample lived with their parents. Also, 21 percent of the EOP&S students were parents. The findings show 90 percent of the sample not married.

Table 34. Family Status

	Persisters		Leavers		Total	
	no.	%	no.	%	no.	%
Single, Living w/Parent	38	42%	10	45%	48	48%
Single, Living Independently	27	30%	5	23%	32	32%
Single Parent, Never Married	11	12%	4	18%	15	15%
Single Parent, Divorced	6	7%	0	0%	6	6%
Married	8	9%	3	14%	11	10%
Total	90	100%	22	100%	112	100%

Notes. Missing Cases = 5

Numbers do not add to 100% because of rounding.

Academic Integration

There were no statistically significant results from the survey questions asking the respondents about their level of *taking classes with friends, using computer labs on campus, or participating in classroom discussions.* In other words, I found no statistical differences between the persisters and leavers when applying sample independent t-tests or chi-square tests (for nominal formatted questions).

The most favorable outcome of the survey under academic integration showed how the average hours per week committed to studying favored the persisters (Tables 35—37). For Table 35, I grouped the students' responses by tens, instead of listing every single hour averaged per week. Fifty five percent of students who withdrew from college averaged 1-10 hours a week studying (55%), while 42 percent of students who persisted averaged 11-20 hours a week studying (42%). Under Table 36, a chi square test, x2 (21, N = 108) = 39.39, p < .01, shows a statistical difference among the groups, and Table 37 identifies the difference at 1-10 hours a week studying (1, N = 108, 9.52, p < .01). The results suggest that students who committed more time to studying were more likely to persist than students who did not commit an equal number of hours.

Table 35. Study Hours Per Week

	Persisters		**Leavers**		**Total**	
	no.	**%**	**No.**	**%**	**no.**	**%**
Too many	3	3%	0	0%	3	3%
Varies	5	6%	1	5%	6	5%
1 to 10	31	35%	11	55%	42	39%
11 to 20	37	42%	4	20%	41	38%
21 to 30	6	7%	0	0%	6	5%
31 to 40	4	4%	3	15%	7	6%
Over 40	2	2%	1	5%	3	3%
Total	88	100%	20	100%	108	100%

Notes. Missing Cases = 9
Numbers do not add to 100% because of rounding.

Table 36. Average Hours Per Week Studying

Chi-Square Tests	**Value**	**df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	39.39845836	21	0.008793125
Likelihood Ratio	37.11801202	21	0.016316463
Linear-by-Linear Association	0.000747868	1	0.978182831
N of Valid Cases	108		

Notes. α **40 cells (90.9%) have expected count less than 5. The minimum expected count is .19.**

Table 37. Average Hours Per Week Studying

Varies	Chi-Square	2.66666675
	df	1
	Asymp. Sig.	0.10247043
1 to 10 Hours	Chi-Square	9.52380943
	df	1
	Asymp. Sig.	0.00202823
11 to 20 Hours	Chi-Square	26.560976
	df	1
	Asymp. Sig.	2.5535E-07
21 to 30 Hours	Chi-Square	3
	df	1
	Asymp. Sig.	0.08326452

Notes.

A	**2 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 2.0.**
B	**2 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 3.0.**
C	**0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 21.0.**
D	**0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 20.5.**
E	**0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 6.0.**

Table 38 represents the distribution of the persisters and leavers relative to their participation in study groups. Eleven leavers indicated that they *never* participated in any study group activities (50%). By contrast, 30 percent of the persisters indicated that they *sometimes* participated in study groups over the leavers with 4 percent. The figures suggest that students who participated in study groups were more likely to persist than students who did not participate in study groups.

Table 38. Participation in Study Groups

	Persisters	%	Leavers	%	Total	%
Never	22	25	11	50	33	30
Rarely	25	28	5	23	30	27
Sometimes	26	30	1	5	27	25
Frequently	15	17	5	23	20	18
Total	88	100	22	100	110	100

Notes. **Missing cases = 7**
Numbers do not add to 100% because of rounding.

Table 39 describes the sample's interaction with instructors after class or during office hours to discuss academic related issues. Twenty-three percent of the leavers *never* met with an instructor as compared to 13 percent of the persisters. In contrast, 48 percent of the persisters *sometimes* met with an instructor compared to 36 percent of the leavers. The results are not statistically significant under the rules of inferential statistics, but they do show that meeting more often with an instructor will likely help a student continue his or her education.

Table 39. Meeting with an Instructor

	Persisters	%	Leavers	%	Total	%
Never	12	13	5	23	17	15
Rarely	16	18	4	18	20	18
Sometimes	43	48	8	36	51	46
Frequently	19	21	5	23	24	21
Total	90	100	22	100	112	100

Notes. **Missing cases = 5**
Numbers do not add to 100% because of rounding.

The last important table relative to academic integration documents the frequency of workshops attended on campus (Table 40). The vast majority of the leavers *never* attended workshops on campus (73%) as compared to the persisters (46%). The data indicates that workshops enhance the likelihood of persistence for at-risk students.

Table 40. Attended Workshops

	Persisters	%	Leavers	%	Total	%
Never	41	46	16	73	57	51
Rarely	19	21	2	9	21	19
Sometimes	22	25	3	14	25	23
Frequently	7	8	1	5	8	7
Total	89	100	22	100	111	100

Notes. Missing cases = 6
Numbers do not add to 100% because of rounding.

Social Integration

Another set of survey questions addressed students' social integration with the college. In this study for the sample, social integration variables revealed little significance between the persisters and leavers, except for their participation in student clubs and organizations (Tables 41 and 42). Ninety-five percent of the leavers *never* participated in any student clubs and organizations as compared to 76 percent for the persisters. In contrast, 14 percent of the persisters participated in student clubs and organizations *frequently*. Eighty percent of the leavers in this sample *never* participated in such organizations. A t-test, t (110) = 2.25, 108 df, p = < .05, revealed that the persisters (M = 1.57, SD = 1.10) were more likely to participate in student clubs and organizations than the leavers (M = 1.04, SD = 0.21). The results indicate the high likelihood of persistence for students who participate in student clubs and organizations.

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Table 41. Participate in Student Clubs & Organizations

	Persisters	%	Leavers	%	Total	%
Never	67	76	21	95	88	80
Rarely	3	3	1	5	4	4
Sometimes	6	7	0	0	6	5
Frequently	12	14	0	0	12	11
Total	88	100	22	100	110	100

Notes. Missing cases = 7
Numbers do not add to 100% because of rounding.

Table 42. Participation in Student Clubs and Organizations

Levene's Test for Equality of Variances			t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Diff	Std. Error Diff	95% Confidence Interval of the Mean	
= VAR assumed	31.92	1.31	2.25	108	**0.025**	0.53	0.23	0.06	1.00
= VAR not assumed			4.24	105.2	4.74	0.53	0.12	0.28	0.78

Notes. Missing cases = 7

Table 43 exemplifies the distribution of EOP&S students relative to meeting informally with instructors. Nothing notable shows for both groups in the four categories, except that the persisters (10%) met *frequently* with their instructors more than the leavers (0%). The results indicate that less than 30 percent of the sample met with an instructor *sometimes* or *frequently*.

Table 43. Meet Informally with Instructors

	Persisters	%	Leavers	%	Total	%
Never	29	44	10	47	49	45
Rarely	24	27	6	29	27	4
Sometimes	17	19	5	24	22	22
Frequently	9	10	0	0	9	8
Total	79	100	21	100	100	100

Notes. Missing cases = 17
Numbers do not add to 100% because of rounding.

Similarly to meeting informally with the faculty, there was nothing major in the two groups' participation in extracurricular activities (Table 44). Sixty eight percent of the leavers have *never* participated in extracurricular activities compared to 55 percent of the persisters. In general, the data points to no major differences between the groups' involvement in extracurricular activities.

Table 44. Participation in Extracurricular Activities

	Persisters	**%**	**Leavers**	**%**	**Total**	**%**
Never	49	55	15	68	64	57
Rarely	18	20	2	9	20	18
Sometimes	12	13	3	14	15	14
Frequently	11	12	2	9	13	11
Total	90	100	22	100	112	100

Notes. Missing cases = 5
Numbers do not add to 100% because of rounding.

Other Involvement

I hypothesized that persisters were more likely to work on campus than the leavers and vice versa—that the leavers were more likely to work off campus. Table 45 identifies the job location for both groups. Only 18 percent of the sample worked on campus, while 42 percent worked off campus and 38 percent did not work during this period. A slightly higher percentage of persisters worked than leavers. Contrary to my expectation, more persisters worked off campus than leavers—44 to 37 percent, respectively. The results showed no differences between the groups.

Table 45. Job Location

	Persisters	%	Leavers	%	Total	%
On-Campus	16	19	3	16	19	18
Off-Campus	37	44	7	37	44	42
On & Off Campus	2	2	0	0	2	2
Did Not Work	30	35	9	47	39	38
Total	85	100	19	100	104	100

Notes. **Missing Cases = 13**
Numbers do not add to 100% because of rounding.

EOP&S Services

This entire section deals with students' experience with the EOP&S program and their involvement levels. I first used tables to describe which EOP&S services' students liked and disliked. Depending on the responses, I then listed the most popular services first, leading down to the least popular services. I used Likert scales (e.g., never, rarely, sometimes, and often) in one portion of the survey in an attempt to measure ***how often*** students utilized the services as well as ***how useful*** the services were for them. In essence, I wanted to examine whether EOP&S services students listed as favorable matched how often and how useful they rated the services. I then conclude this section with students' positive or negative experiences with the EOP&S staff.

Tables 46 and 47 are one of the most important tables under EOP&S services, and they list which services EOP&S students found most helpful and why. Since the survey questions pertaining to EOP&S services were open-ended questions, students wrote down more than one helpful service and I had to combine their answers. In analyzing their answers, *counseling followed by book grants were the most helpful services* for both groups—27 percent and 12 percent respectively. The results indicate that counseling and book grants were the most favorable EOP&S services rated by both groups.

Table 46. Which EOP&S Services Helped?

	Persisters	%	Leavers	%	Total	%
*Mostly book grants and/or counseling	28	31	3	15	31	28
Counseling	27	30	8	40	35	32
Book grants	12	13	6	30	18	17
All/most services	7	8	3	15	10	9
Peer advisors	6	7	0	0	6	6
Priority registration	4	4	0	0	4	4
Tutoring	4	4	0	0	4	4
Bus passes	1	1	0	0	1	1
Total	89	100	20	100	109	100

Notes. *Multiple responses primarily indicating book grants and/or counseling
Missing Cases = 8
Numbers do not add to 100% because of rounding.

Table 47. Why Students Liked EOP&S Services

Some Comments	Persisters	%	Leavers	%	Total	%
Counselors helped pick the right classes/educational plan; career planning	25	31	8	42	33	33
*MR [counselors pick classes & educational plan (6), book grants (5)]	25	31	3	16	28	28
Book grants help pay for books	9	11	5	26	14	14
Peers helped me pick instructors; they were encouraging	5	6	0	0	5	5
All services are very helpful	5	6	2	11	7	7
Priority registration made life easy	4	5	0	0	4	4
Tutoring reinforced lessons; I understood things better	4	5	0	0	4	4
Helped with my educational goals	3	4	1	5	4	4
Total	80	100	19	100	99	100

Notes. *MR = multiple responses students wrote answering this question
I displayed the number of similar responses in parenthesis (#).
Missing Cases = 18
Numbers do not add to 100% because of rounding.

Table 48 represents the results from the survey relative to how the sample rated the usefulness of EOP&S counselors. Ironically, 90 percent of the leavers rated the EOP&S counselors as *very useful* as compared to 80 percent of the persisters. The findings show that the majority of the students found EOP&S counselors very *useful or somewhat useful.*

Table 48. EOPS Counselors—How Useful?

	Persisters	%	Leavers	%	Total	%
Not	2	2	1	5	3	3
Somewhat	15	18	1	5	16	16
Very	66	80	18	90	84	82
Total	83	100	20	100	103	100

Notes. Missing Cases = 14
Numbers do not add to 100% because of rounding.

Table 49 depicts how often students utilized either their EOP&S book grants or EOP&S grants. Eighty two percent of the persisters *regularly* used the book grants as compared to 57 percent of the leavers. Only 5 percent of the sample *never* used a grant from EOP&S. EOP&S awards either book grants or EOP&S grants of $120.00 per semester. The findings disclose the significant use of book grants by this sample.

Table 49. EOP&S Book/Grants—How Often?

	Persisters	%	Leavers	%	Total	%
Never	4	5	1	5	5	5
Rarely	2	2	2	10	4	4
Sometimes	10	11	6	29	16	15
Regularly	71	82	12	57	83	77
Total	87	100	21	100	108	100

Notes. Missing Cases = 9
Numbers do not add to 100% because of rounding.

Table 50 substantiates how EOP&S students appreciated the book or grant funds—95 percent rated the grants as *very useful*. EOP&S award grants as an over and above service to what the Financial Aid Office awards students. Students have a choice of receiving an EOP&S book grant during the first three weeks of classes or bypassing the book voucher process valued at $120.00 to receive an EOP&S grant for the same amount a month later. The results by students indicate a very favorable outcome for providing EOP&S book grants or EOP&S grants.

Table 50. EOPS Book/Grants—How Useful?

	Persisters	%	Leavers	%	Total	%
Somewhat	3	4	2	10	5	5
Very	76	96	18	90	94	95
Total	79	100	20	100	99	100

Notes. **Missing Cases = 18**
Numbers do not add to 100% because of rounding.

Albeit not appraised highly as a favorable service by this sample, priority registration reveals important information. As a Likert scale item on the survey, priority registration rated high compared to other areas, but when left to an open-ended question in another section of the survey, students did not list priority registration as an item. One reason is because the tangible services like money and meeting with an EOP&S counselor come to students' mind first rather than thinking about receiving a priority registration notice from Admissions and Records because all students receive such registration notice (however, EOP&S students received *first* priority).

Tables 51 and 52 highlight *how often* students used priority registration and the statistical significance of the spread of scores for both groups. In Table 51, 87 percent of the persisters *regularly* took advantage of priority registration compared to 58 percent for the leavers, and very few students *never* took advantage of such service. EOP&S students and students in Disabled Student Program and Services (DSPS) have two days of priority registration before the general student population. For Table 52, a t-test, t (101) = 2.74, 99 df, p = < .01, revealed that the persisters (M = 3.75, SD = 0.69) were more likely to participate in priority registration than the leavers (M = 3.21, SD = 1.08). The data indicate that EOP&S students who took advantage of priority registration were more likely to persist than students who did not take advantage of the service.

Table 51. Priority Registration—How Often?

	Persisters	**%**	**Leavers**	**%**	**Total**	**%**
Never	3	4	2	11	5	5
Rarely	3	4	3	16	6	6
Sometimes	5	6	3	16	8	8
Regularly	71	87	11	58	82	81
Total	82	100	19	100	101	100

Notes. Missing Cases = 16
Numbers do not add to 100% because of rounding.

Table 52. Priority Registration—How Often?

Levene's Test for Equality of Variances			**t-test for Equality of Means**						
	F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**	**Mean Diff**	**Std. Error Diff**	**95% Confidence Interval of the Mean**	
= VAR assumed	12.40	0.0006	2.74	99	**0.007**	0.54	0.19	0.15	0.93
= VAR not assumed			2.09	21.54	0.04	0.54	0.26	0.005	1.08

Notes. Missing cases = 16

Table 53 also shows *how useful* both groups in the sample rated priority registration. Again, 91 percent of the persisters rated priority registration as *very useful* versus the leavers with 71 percent. The results indicate, overwhelmingly, how much both groups appreciated the over and above service of priority registration.

Table 53. Priority Registration—How Useful?

	Persisters	%	Leavers	%	Total	%
Not	1	1	1	6	2	2
Somewhat	5	7	3	18	8	9
Very	68	91	12	71	80	87
Total	74	100	17	100	92	100

Notes. Missing Cases = 25
Numbers do not add to 100% because of rounding.

In contrast to the favorable services listed above, Tables 54 and 55 list the EOP&S services that both groups did not find helpful and their reasons. As a precaution it should be noted that students listed CARE as the primary service not being helpful. When reviewing Table 54, students either did not know about the CARE program or did not qualify for it; therefore, they never utilized such services. EOP&S offers the CARE program (e.g., childcare grants) only to a small group of students who qualify for the program (welfare recipients with children under the age of six—during the 1997/98 requirements). Thus students who never heard of CARE, or applied and were denied, probably registered their comments as not so favorable.

However, Tables 54 and 55 show that the *peer advisement component needs improvement and that tutoring was not utilized fully.* Looking at the multiple responses with the asterisk notation and adding those similar responses to the other categories pertaining to peer advisors and tutoring in Table 54, 10 students did not find peer advisement services as helpful and 9 students did not find tutoring services as helpful or needed. The reasons given in Table 55 stipulate that the peer advisors were uninformed and that there was no need for tutoring services. Although four students did not like EOP&S counseling, the information can be shared with counselors regarding this matter. Students stated that the EOP&S counselors were uniformed (3) or that there was not enough time (2). The findings indicate that the two main services to carefully review are the components of peer advisement and tutoring.

Table 54. Which EOP&S Services "Did Not" Help?

	Persisters	%	Leavers	%	Total	%
None	39	50	11	61	50	52
CARE	17	22	1	6	18	19
Peer advisors	6	8	1	6	7	7
***MR [Peer advisor (3), CARE, & tutor (2)]**	5	6	2	11	7	7
Tutoring	4	5	1	6	5	5
Counseling	4	5	0	0	4	4
Book Grants	2	3	1	6	3	3
EOP&S	1	1	0	0	1	1
Learn 11 and Workshops	0	0	1	6	1	1
Total	78	100	18	100	96	100

Notes. ***MR = multiple responses students wrote answering this question**
I displayed the number of similar responses in parenthesis (#).
Missing Cases = 21
Numbers do not add to 100% because of rounding.

Table 55. Why Students "Did Not" Like EOP&S Services

	Persisters	%	Leavers	%	Total	%
***MR CARE [no info. (7), no use (3), & not qualified (3)]**	16	30	1	10	17	27
The services EOPS provides are satisfactory	15	28	3	30	18	28
***MR Peer Adv. [not informative (6), scolding (1)]**	6	11	2	20	8	13
***MR Counseling [not helpful (3), not enough time (2)]**	4	7	0	0	4	6
***MR Tutoring [no need (5), not enough time (1)]**	4	7	1	10	5	8
I did not use/need them/it	2	4			2	3
Never needed tutoring & did not qualify for CARE	2	4	0	0	2	3
Book grant is taken away with a low GPA	0	0	1	10	1	2
Should give more money	1	2	0	0	1	2
I do not know why	1	2	1	10	2	3
Counselor & peer advisor did not inform me properly	1	2	0	0	1	2
EOPS is too time consuming	0	0	1	10	1	2
Ran out of money	1	2	0	0	1	2
Did not receive it	1	2	0	0	1	2
Total	54	100	10	100	64	100

Notes. *MR = multiple responses students wrote answering this question
I displayed the number of similar responses in parenthesis (#).
Missing Cases = 53
Numbers do not add to 100% because of rounding.

Tables 56 and 57 display the frequency and percent of *how often* both groups met with an EOP&S peer advisor and *how useful* they rated the student advisors. In Table 56, 18 percent of the sample *never* met with a peer advisor while 40 percent *regularly* met with a peer advisor (for EOP&S, one contact per semester is required). In Table 57, only 6 percent rated the peer advisors as *not useful*, and ironically, 83 percent of the leavers rated the peer advisors as *very useful* as compared to 54 percent of the persisters. The data reveals that the persisters did not significantly rate the peer advisors as *very useful*.

Table 56. Meeting with an EOP&S Peer Advisors—How Often?

	Persisters	%	Leavers	%	Total	%
Never	16	19	2	11	18	18
Rarely	14	17	1	5	15	15
Sometimes	20	24	8	42	28	27
Regularly	33	40	8	42	41	40
Total	83	100	19	100	102	100

Notes. Missing Cases = 17
Numbers do not add to 100% because of rounding.

Table 57. Peer Advisors—How Useful?

	Persisters	%	Leavers	%	Total	%
Not	4	6	1	6	5	6
Somewhat	25	40	2	11	27	33
Very	34	54	15	83	49	60
Total	63	100	18	100	81	100

Notes. Missing Cases = 36
Numbers do not add to 100% because of rounding.

Tables 58 delineate *how often* the two groups utilized tutoring during both semesters. According to their responses, 47 percent of the sample *never* used tutoring. In essence, almost half the sample (new, first year college students) did not used the services offered in the Center for Learning Assistance Services (CLAS). As a reminder, EOP&S students get one-to-one priority tutoring if they need such assistance. Adding *sometimes* and *regularly* for both groups (31), only 26 percent responded to taking advantage of tutoring services. The results indicated that a little over half of the sample did not utilized the tutorial services.

Table 58. Tutoring—How Often?

	Persisters	%	Leavers	%	Total	%
Never	36	44	11	58	47	47
Rarely	20	24	3	16	23	23
Sometimes	15	18	4	21	19	19
Regularly	11	13	1	5	12	12
Total	82	100	19	100	101	100

Notes. Missing Cases = 16
Numbers do not add to 100% because of rounding.

So what services were missing according to the sample? Table 59 lists the services recommended by the sample group that EOP&S did not offer or need enhancement. The vast majority of the students indicated that there were no missing services. Students mentioned going on field trips (4), getting more money (3), and improving the services delivered by the student workers (2). The findings suggest that EOP&S may consider providing more grant funds and providing opportunities for students to visit museums and events, or other activities outside the campus community.

Table 59. Which EOP&S Services Were Missing?

	no.	%
None	52	73
Program where students interact & field trips	4	6
Getting more money	3	4
Informed EOPS student workers	2	3
Bus fair/grant—bus passes	1	1.5
Book grants too small compared to expense	1	1.5
Transfer place	1	1.5
Parking services	1	1.5
Grants for the disabled	1	1.5
Book grant and CARE	1	1.5
Tutoring & CARE	1	1.5
Motivation	1	1.5
More tutoring	1	1.5
Book grants	1	1.5
Total	71	100

Notes. Missing cases = 46
Numbers do not add to 100% because of rounding.

To conclude this survey section on EOP&S services, Table 60 addresses students' positive or negative experiences with staff members over the telephone. Seven percent of the sample had a negative experience with a staff member while 92 percent had a positive experience. The results show that although there was a high percentage of satisfied callers, there is still room to improve the customer service relations over the telephone with students.

Table 60. Positive Experience When You Called the Office?

	Persisters	%	Leavers	%	Total	%
Yes	81	92	19	90	100	92
No	6	7	2	10	8	7
Total	88	100	21	100	109	100

Notes. Missing Cases = 17
Numbers do not add to 100% because of rounding.

LBCC System

As seen above, there are some areas that EOP&S may improve relative to its delivery and quality of services. Likewise, I asked students to review and comment on Long Beach City College's system and departments. Table 61 represents whether students had any problems with the registration system. Nine percent of the sample indicated a *yes*, while 91 percent did not have problems. When analyzing the reasons listed from the survey, students listed a multiple of reasons with no primary registration system issue. I listed the registration system because EOP&S along with DSPS students have first priority in registering for classes. In my experience, a few students indicated that the system was down when they attempted to register for classes. At this point, the results show that although the registration system was down for one student, this system area for the sample did not present an obstacle.

Table 61. Any Registration Problems?

	Persisters	%	Leavers	%	Total	%
Yes	9	10	1	5	10	9
No	80	90	21	95	101	91
Total	89	100	22	100	111	100

Notes. Missing Cases = 6

Tables 62 and 63 pertain to the frequency and percent of both groups who passed or did not passed LEARN 11 and the reasons why they did not pass LEARN 11. In the Table 62, 82 percent of the sample passed LEARN 11 while 18 percent did not passed this study skills course. This sample represents a higher percentage rate than the EOP&S population that recorded 62 percent in the previous section under Document Review. In examining Table 63, students listed not enrolling in LEARN 11 as the primary reason for not passing LEARN 11. I speculate that not enough LEARN 11 courses were available. However, the second reason is of significant importance since it relates back to the student I introduced in Chapter One. Two students in the sample stated that they withdrew from class because of a negative experience in LEARN 11. The results indicated that students who pass LEARN 11 were more likely to persist than students who did not pass the course.

Table 62. Did You Pass LEARN 11?

	Persisters	%	Leavers	%	Total	%
Yes	74	83	17	77	91	82
No	15	17	5	23	20	18
Total	89	100	22	100	111	100

Notes. Missing Cases = 6

Table 63. Reasons for Not Passing LEARN 11

	Persisters	%	Leavers	%	Total	%
Never enrolled	6	40	2	40	8	40
*MR [Withdrew from class; it was unpleasant (2)]	4	27	0	0	4	20
Will enroll soon	3	20	0	0	3	15
Did not attend regularly	0	0	1	20	1	5
Currently enrolled	1	7	0	0	1	5
Took counseling 49	1	7	0	0	1	5
Medical	0	0	1	20	1	5
Did not finish, but was doing well.	0	0	1	20	1	5
Total	15	100	5	100	20	100

Notes. Missing Cases = 97
Numbers do not add to 100% because of rounding.

Table 64 reveals whether both groups in the sample had either a positive or negative experience with their instructors. The highest response, 36 percent of the sample related a negative experience with one or some instructors, followed by 24 percent of students having a positive experience with many or all instructors. The findings indicate a high percent of students encountered a negative experience with at least one of their instructors.

Table 64. **Positive or Negative Experiences with Instructors**

	Persisters	%	Leavers	%	Total	%
None	10	12	4	24	14	14
Positive experience with many or all instructors	18	22	6	35	24	24
Positive experience with one or some instructors	18	22	1	6	19	19
Both positive & negative experience with instructors	5	6	0	0	5	5
Negative experience with one or some instructors	31	38	5	29	36	36
Negative experience with many or all instructors	0	0	1	6	1	1
Total	82	100	17	100	99	100

Notes. **Because of the multiple responses given by students, I grouped the responses into general categories.**
Missing Cases = 18
Numbers do not add to 100% because of rounding.

Table 65 represents students' experiences with LBCC departments, both positive and negative. In contrast to the faculty, many students had positive experiences with LBCC departments (31%). However, seven percent of the sample had a negative experience with LBCC departments. The results indicate that many students had positive experiences with LBCC departments.

Table 65. Positive or Negative Experiences with Departments

	Persisters	%	Leavers	%	Total	%
None	27	38	7	39	34	38
All/many [unknown] departments were positive	24	33	4	22	28	31
Some [unknown] departments were negative	4	6	2	11	6	7
Teachers were helpful	4	6	0	0	4	4
Admissions/registration was not helpful	2	3	2	11	4	4
Admissions/registration was helpful	2	3	0	0	2	2
Counseling was helpful	1	1	1	6	2	2
Had a negative and positive experience in counseling	1	1	1	6	2	2
Financial aid department was not helpful	2	3	0	0	2	2
EOPS was helpful	1	1	0	0	1	1
EOPS was not helpful	1	1	0	0	1	1
Some [unknown] departments were positive	1	1	0	0	1	1
All/many [unknown] departments were negative	0	0	1	6	1	1
Teachers were not helpful	1	1	0	0	1	1
Most departments were great, some people had an attitude problem	1	1	0	0	1	1
Total	72	100	18	100	90	100

Notes. Missing Cases = 17
Numbers do not add to 100% because of rounding.

Table 66 represents EOP&S students' recommendations to the college president to change certain areas of the college for improvements. Twenty-six percent stated "*do not change anything*." The next group of responses focused on changing financial aid, the instructors, having more campus events, helping all students, and lowering the costs of books—4 percent each. The results show an array of students' responses for improving LBCC, and later in the focus group sessions, the instructors become a major focal point for discussion.

Table 66. If You Were the President, What One Major Thing Would You Change?

	Persisters	%	Leavers	%	Total	%
Do not change anything	16	28	2	17	18	26
Multiple Responses	5	9	3	25	8	11
Lower the cost of books	3	5	0	0	3	4
Financial aid	2	3	1	8	3	4
More campus events	3	5	0	0	3	4
Instructors (attitude, evaluate, & terminate)	1	2	2	17	3	4
Help all students [students on probation (1)]	3	5	0	0	3	4
Parking [more spaces (2), change the stickers (1)]	1	2	1	8	2	3
Increase amount of scholarships/book grants	2	3	0	0	2	3
More computers	1	2	1	8	2	3
Provide transportation between campus	2	3	0	0	2	3
Survey students	2	3	0	0	2	3
Add more evening classes	0	0	1	8	1	1
Too many unnecessary classes	1	2	0	0	1	1
Combine welding & sheet metal	1	2	0	0	1	1
Probation policy for returning adults & PT students	1	2	0	0	1	1
Extend GE requirements	1	2	0	0	1	1
Exceed 18 unit limit	1	2	0	0	1	1
Grades take too long to mail	1	2	0	0	1	1
Add more	1	2	0	0	1	1
Mail letters to all freshmen	1	2	0	0	1	1
More childcare	1	2	0	0	1	1
Have major offices in one building	1	2	0	0	1	1
Add a lounge area	1	2	0	0	1	1
Extend library hours	1	2	0	0	1	1
Improve the lockers	1	2	0	0	1	1
Supervise computer labs	0	0	1	8	1	1
Orientation & assessment staff very rude	1	2	0	0	1	1
Too much conflict between clubs	1	2	0	0	1	1
I could quit, staff & student body are pathetic	1	2	0	0	1	1
Check on the counselors	1	2	0	0	1	1
Total	58	100	12	100	70	100

Notes. Missing Cases = 17
Numbers do not add to 100% because of rounding.

Table 67 lists the students' grading of the various departments. The Student Health Center had the highest rating while the Transfer Center had the lowest. [*I would urge using caution in examining results based on the number of students who rated the department.*] EOP&S counseling and staff received a good rating, however EOP&S will need to review the training and services offered by the peer advisors. The results indicate that all departments received a "B" average or better.

Table 67. Grade Point Averages for Departments

Department	Number of Responses	Missing Cases	GPA
Student Health Center	32	85	3.59
EOP&S Counseling	87	30	3.55
Library Services	82	35	3.54
EOP&S Staff	57	60	3.53
Child Care Center	8	109	3.50
General Counseling	58	59	3.45
LEARN 11	75	42	3.45
Disabled Student Services	9	108	3.44
Career & Job Placement Center	41	76	3.39
Reading & Writing Center	38	79	3.36
ASB Bookstore	86	31	3.36
Admission & Records	91	26	3.35
EOP&S Peer Advisors	64	53	3.29
Center for Learning Assistance Services	49	68	3.28
Project Launch	15	102	3.20
Food Services	75	42	3.16
Transfer Center	23	94	3.08

Students' Goals and Attrition Reasons

The final section includes survey questions related to students' goals and reasons for attrition or plans to leave the college in the future. Tables 68 and 69 list the sample's educational goals and the statistical difference between the persisters and leavers. Table 68 shows that 39 percent of the persisters had educational goals beyond the bachelor's degree versus 15 percent for the leavers, and inversely, 52 percent of the leavers had educational goals below the bachelor's degree as compared to 31 percent for the persisters. In Table 69, a t-test, t (113) = 2.004, 106 df, p = < .05, revealed that the persisters (M = 3.62, SD = 1.88) were more likely to have higher educational goals than the leavers (M = 2.71, SD = 1.73). The findings indicate that the persisters had higher educational goals than the leavers did.

Table 68. Educational Goals

	Persisters	%	Leavers	%	Total	%
Certificate	11	13	5	24	16	15
AA	16	18	6	28	22	20
BA/BS	26	30	7	33	33	31
Post-bac	1	1	0	0	1	1
MA/MS	19	22	1	5	20	19
MD/JD	3	3	0	0	3	3
Ph.D.	11	13	2	10	13	12
Total	87	100	21	100	108	100

Notes: Missing Cases = 9
Numbers do not add to 100% because of rounding.

Table 69. Educational Goals

Levene's Test for Equality of Variances			**t-test for Equality of Means**						
	F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**	**Mean Diff**	**Std. Error Diff**	**95% Confidence Interval of the Mean**	
								Lower	Upper
= VAR assumed	2.82	0.09	2.004	106	0.04	0.90	0.45	0.009	1.80
= VAR not assumed			2.11	32.42	0.04	0.90	0.429	0.03	1.78

I also wanted to determine if there was a difference between the expectations of students versus their real aspirations; for instance, a student really wanted to become a lawyer, but instead made plans of obtaining a paralegal certificate. Survey question number five asked students, "How much education do you hope to attain?" With an open-ended question, many students responded *as much as possible* (Table 70). This made it difficult for me to compare the students' responses to survey question number 34 that asked students, "How much education do you expect to attain?" Question 34 had educational options to select from and one item had *other*, but students marked only one of the choices and only a few wrote for example—medical doctor (M.D.). I can only infer that this sample wants to reach the highest level possible when aspiring for their dream because 18 percent indicated either a certificate or an associate degree under *Hope/Aspiration* as compared to 35 percent under *Expectation*. The data indicates, but not conclusively, that students did aspire for higher educational goals, but in reality, expected to attain lower educational goals.

Table 70. Educational Goals

	Expectation	Hope/Aspiration
Certificate	16 (15%)	2 (2%)
AA/AS	22 (20%)	16 (16%)
BA/BA	33 (31%)	34 (34%)
Post-Bac.	1 (1%)	1 (1%)
MA/MS	20 (19%)	14 (13%)
MD/JD	3 (3%)	0 (0%)
Ph.D.	13 (12%)	1 (1%)
As much as possible	NA	32 (32%)
Total	108 (100%)	100 (100%)

Notes. Missing Cases = 12 for Hope/Aspiration; 4 for Expectation
Numbers do not add to 100% because of rounding.

Tables 71 and 72 describe the statistical significance between persisters and leavers' education goal completion. It seems that although the leavers are out of school, they are still considering coming back to school because the question pertaining to goal completion at Long Beach City College had a high *Yes* for both groups—93 percent (Table 71). In other words, 82 percent of the leavers were stop outs planning to come back to LBCC to complete their goals. In Table 72, a t-test, t (111) = -1.96, 109 df, p = .05, revealed that the persisters (M = 1.08, SD = 0.41) were more likely to completing their educational goals than the leavers (M = 1.31, SD = 0.71). The data reveals that although there is a goal completion difference between the groups, the leavers said they still had plans to return to college and complete their goals.

Table 71. Goal Completion

	Persisters	%	Leavers	%	Total	%
Yes	85	96	18	82	103	93
No	0	0	1	5	1	1
Maybe	4	4	3	14	7	6
Total	89	100	22	100	111	100

Notes. Missing Cases = 6
Numbers do not add to 100% because of rounding.

Table 72. Goal Completion

Levene's Test for Equality of Variances			t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Diff	Std. Error Diff	95% Confid. Interval of the Mean	
								Lower	Upper
= VAR assumed	13.40	0.0003	-1.96	109	0.052	-0.22	0.11	-0.45	0.002
= VAR not assumed			-1.43	24.62	0.16	-0.22	0.15	-0.55	0.09

Table 73 displays the groups' responses to whether they are considering transferring to another institution before completing their goal at LBCC. Ninety three percent of the sample marked that they did not plan to transfer out of LBCC until they completed their goal. Only one person (1%) indicated that he or she was planning to transfer to another college prior to goal completion. The leavers showed a higher percentage rate of *maybe* transferring to another college than the persisters—14 percent to 4 percent, respectively. The findings show that a high percentage of students plan to finish their goals at LBCC.

Table 73. Transfer Before Goal Completion

	Persisters	%	Leavers	%	Total	%
Yes	85	96	18	82	103	93
No	0	0	1	5	1	1
Maybe	4	4	3	14	7	6
Total	89	100	22	100	111	100

Notes. Missing Cases = 6
Numbers do not add to 100% because of rounding.

Tables 74-75 describe the statistical significance between persisters and leavers' planning to take time off before completing their educational goals. Seventy-nine percent of the sample indicated that they were not planning to take time off, while 12 percent stated *maybe*, and 9 percent said *yes* (Table 74). In Table 75, a t-test, t (109) = 1.90, 107 df, p = .05, revealed that the persisters (M = 2.06, SD = 0.42) were more likely to not take time off before completing their educational goals than the leavers (M = 1.85, SD = 0.57).

The data revealed that 21 percent of the sample planned to take time off or might take time off before completing their educational goal.

Table 74. Time Off Before Goal Completion

	Persisters	%	Leavers	%	Total	%
Yes	5	6	5	24	10	9
No	72	82	14	67	86	79
Maybe	11	13	2	10	13	12
Total	88	100	21	100	109	100

Notes. Missing Cases = 8
Numbers do not add to 100% because of rounding.

Table 75. Time Off Before Goal Completion

Levene's Test for Equality of Variances			t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Diff	Std. Error Diff	95% Confidence Interval of the Mean	
								Lower	Upper
= VAR assumed	4.009	0.04	1.90	107	0.05	0.21	0.11	-0.008	0.43
= VAR not assumed			1.58	25.4	0.12	0.21	0.13	-0.06	0.48

Tables 76 lists whether either group planned to drop out of college permanently and their attrition reasons. Ninety two percent of the sample planned to continue their education, while 3 percent stated that they planned to leave college permanently, and 6 percent were contemplating *maybe* leaving college. The data reveal that about 9 percent of the sample planned or were planning to drop out of college permanently.

Table 76. Permanent Attrition Decision

	Persisters	%	Leavers	%	Total	%
Yes	2	2	1	5	3	3
No	78	92	19	90	97	92
Maybe	5	6	1	5	6	6
Total	85	100	21	100	106	100

Notes. Missing Cases = 11
Numbers do not add to 100% because of rounding.

Finally, to conclude the survey section, Table 77 lists the reasons why the leavers dropped out of college. The three primary attrition variables were personal problems, transfer to another college, and job related issues. The data reveal that all three major reasons were not college related but personal.

Table 77. Leavers' Reasons for Leaving

	Persisters	%	Leavers	%	Total	%
Did not leave	90	100	0	0	90	80
MR w/ [personal problems, transfer, jobs (4 each)]	0	0	8	36	8	7
Transfer to another college	0	0	2	9	2	2
Personal financial problems	0	0	2	9	2	2
Personal problems	0	0	2	9	2	2
Medical problems	0	0	2	9	2	2
Conflict between class and job	0	0	2	9	2	2
Lack of fin aid	0	0	1	5	1	1
Few part-time jobs	0	0	1	5	1	1
Undecided	0	0	1	5	1	1
Academic dismissal	0	0	1	5	1	1
Total	90	100	22	100	112	100

Notes. Missing Cases = 5
Numbers do not add to 100% because of rounding.

Discussion of Survey Results

1a. Did EOP&S students who withdrew from LBCC take advantage of EOP&S services or other on-campus services and programs? *NO*

1b. Did EOP&S students withdraw from the college due to the lack of integration with the college (i.e., academically or socially)? *YES, academically to some degree, but not significant socially.*

Several *significant findings* emerged from this section that describes the characteristics of a persister and leaver. The typical persister studied more hours, participated in workshops and study groups, met more often with an instructor, and participated in student clubs and organizations, while the typical leaver participated less in workshops, study groups, student clubs or organizations, and committed fewer hours to studying and met less often with an instructor. Interestingly, the academic variables such as *taking classes with friends, using the computer labs, or participating in classroom discussions* had no major impact on either group, as well as *all* social variables, except for student clubs and organizations, also did not have any significant impact on either group.

Two other important findings in this section related to students' educational goals and attrition reasons. The results indicated that the persisters had higher educational goals than the leavers did. Besides paying attention to African-American students, students admitted into the program under Category C (GPA below 2.50), students placed in the lower assessment levels, students in particular major (e.g., nursing) EOP&S

counselors advising students must also look at another sub at-risk group within the EOP&S population assisting students by screening their educational goals. That is, the lower the students' educational goals were in this study (i.e., certificate and associate arts), the more likely they were to drop out than students with higher educational goals (i.e., masters and doctorates).

Finally, the main reasons why students dropped out of college were related primarily to three attrition variables: transfer, personal, or job related. EOP&S cannot have an impact on students who wish to transfer to another college unless the reasons why students transferred related to negative experiences at the college. Likewise, it may be difficult to work with students facing job issues (new job or change of job schedules). Whenever students find a new job or their job schedule changes, it conflicts with their class schedule. Usually these events occur during the semester and leave students with conflicting schedules. At best, EOP&S counselors may advise students to not completely drop out of college but withdraw from classes conflicting with the job schedule. However, EOP&S counselors can have an impact when students reveal their personal problems. Counselors can prevent EOP&S students from withdrawing from college, referring students with personal issues to psychological services on campus or to special community agencies. This to my knowledge does occur, but only when students are willing to reveal their personal issues with counselors.

EOP&S

2. How can EOP&S and LBCC better serve students to continue their enrollment at LBCC?

For EOP&S services, students rated EOP&S counseling, EOP&S book/grants, and priority registration favorably. This information should be shared with staff so that they can realize how important such services are valued by students.

However, the survey results revealed significant system issues for EOP&S and LBCC. For EOP&S, the peer advisement component needed improvement as reasons given in Table 53 stipulating that the peer advisors were *uninformed*. Most importantly, the data revealed that the persisters did not significantly rate the peer advisors as *very useful*. This service was also very underutilized by students and may be attributed to such negative encounters with the peer advisors.

Like peer advisement, the utilization of tutoring must be further investigated at Long Beach City College for EOP&S students. Did EOP&S students know about the service? Did the students need such service? Or did students after meeting with a tutor, find that it was not conducive to their expectations? I am concerned why students, who are academically challenged, did not use the tutorial services. Both the peer advisement and tutorial components need further evaluation.

A third significant concern for EOP&S was the availability of counseling appointments. As a system issue for EOP&S serving over 2,000 students, EOP&S needs to reassess its appointment schedule to meet the needs of the students. If we expect students to meet with a counselor at least three times a semester, EOP&S needs to assure the program has enough counselors to service the students. Therefore, how can EOP&S accommodate 2,000 students to make an average of three counseling contacts per semester or 6,000 appointments? As mentioned earlier, students did have a choice in making their second appointment with a peer advisor. Yet issues with the peer advisor component emerged from this study. Thus this area has two ramifications. One, redirecting resources to hire more counselors. If you move funds from one area to counseling, will the EOP&S program jeopardize the other service? Two, office space becomes a barrier in hiring more counselors. At LBCC, all departments keep contending and positioning themselves for vacant or projected vacant office spaces. Adding more space, whether by building or moving trailers to campus, becomes a cost factor.

Finally, the EOP&S program has to reassess its customer service to students. The two main themes regarding students' complaints centered on staff being rude or being given the wrong information. The results show that although there was a high percentage of satisfied callers, there is still room to improve the customer service relations over the phone with students. In particular, the focus group interviews' pointed to the Pacific Coast Campus EOP&S staff.

Long Beach City College

For Long Beach City College, the survey results presented three main areas. First, LEARN 11 did not have enough courses available and EOP&S students had negative experiences in class (students did not detail their experiences). There is a discrepancy on our demands for students to enroll in LEARN 11 versus the availability of classes. We have redirected students who cannot enrolled in LEARN 11 to enroll in Counseling 41 to fulfill their mutual responsibility contract. Yet, how do we assess the students' experience in LEARN 11 classes? This issue leads in a campus wide dilemma.

For Long Beach City College, 36 percent of the sample reported having at least one negative experience with a faculty member. This finding reveals very significant information especially when the focus group participants also disclose their negative experiences with the faculty (discussed later in this chapter). There is a hidden academic culture that needs to be addressed by the Academic Senate, the Board of Trustees, and the administration. Already, the student newspaper (the Viking) reported on March 11, 1999 that a group of 18 students filed a letter complaining about one of the department's faculties. "The students complained of teachers being overly argumentative, using inappropriate language and failing to teach a course as outlined in the syllabus" (The Viking, p. 2). LBCC needs to conduct annual students' satisfaction survey of different college support systems.

Other Findings

One outcome of the findings in light of research studies points to how successful the persisters were even when working off-campus and working more hours than the leavers did. This outcome did not convey anything vital that research studies support—that is, students who work on-campus are more likely to succeed than students who work off-campus (Astin, 1984). But, how did the persisters who worked off-campus and worked more hours succeed? What value systems can they share with other students who depend on income to support their family?

An examination of another interesting result only *partially supported* my hypotheses of students' social integration: students' involvement with faculty on a social level and students' participation in extracurricular activities. I thought that social integration would be paramount to student success. The results in this study show a slight difference between the persisters and leavers relative to social integration (more for student clubs and organizations), but nothing significant or conclusive for other social factors. This has led me to suggest that, in fact, academic integration was the primary and most favorable success factor under Tinto's Model (1976).

One *limitation* of the survey study that may affect the validity or the generalizability of the results relates to the percentage of students in the sample who *never* met with a peer advisor (18 %). As you remember from the review of student records via the computer system (document review profile section at the beginning of this chapter), 52 percent of the population *never* met with a peer advisor (three times as many than the sample). Were students confusing peer advisors with EOP&S counselors for counseling contacts in this study? Or, on another perspective, were students who participate actively in EOP&S services more likely to respond to this survey? Therefore, those who never met with a peer advisor (no commitment to follow through with their mutual responsibility contract) also did not take time to fill out the survey. At this juncture, it seems that more questions address the peer advisor component.

The *limitation* of the study that may affect the validity or the generalizability of the results draws attention to the *survey sample* (as mentioned throughout the data analysis section). If I conducted the survey study alone, I would infer that Asian Americans in EOP&S are the high-risk group for dropping out of college (i.e., Cambodians and Vietnamese) or that students living independently with no children were less at a risk to dropping out of college. I would make policy recommendations focused on Asian American students admitted into the EOP&S program, when in fact I should be concentrating on the African American students (as confirmed in the population figures). Thus when I discuss the survey results later in this chapter, caution must be taken when generalizing.

FOCUS GROUP INTERVIEW SESSIONS

Data Analysis

I divided this final section into the questions asked in the focus group sessions. Again, I looked for common themes and organized them into the most similar responses to the least answers. The sample consisted of 14 participants—all persisters. I was dissatisfied with the involvement of students answering the questions thoroughly. In a few interview questions, I had problems having students answer the questions, and therefore, their responses were few. Some students were active in the discussions while I had to tactfully engage other students. A few students gave more than one answer to a question, and therefore, some questions have duplicated counts. For example, one student may provide two recommendations if she was the EOP&S director (e.g., increase book grants and hire more counselors). As a reminder, the names of students in this study are pseudonyms to preserve the confidentiality of their identity. I display the results of the focus group sessions in bullet format addressing the questions and conclude with the discussion section.

1. Why did you enroll at LBCC?

Local proximity was the primary reason why students enrolled at Long Beach City College (six similar responses). Getting a better job/getting somewhere and transferring to a four-year college received three and two responses, respectively. Reputation or programs were not the primary reasons for enrolling at LBCC, at least for this sample.

2. What are your goal expectations? What are your aspirations or dreams? Why the difference (if any)?

Research Question 1c. Are there differences in expectations versus dreams (aspirations)? If yes, why the differences?

Table 78 displays the goal expectations and aspirations of students. I wanted to know if there was a difference between what a student expects to attain versus what he or she dreams of attaining. Students' expectations focused on nursing, police, teaching, or business, while their aspirations dealt with long-term goals such as owning a business or fulfilling a personal goal. Two students' expectations related to their aspirations such as earning a business degree and eventually owning a business or teaching English and becoming a principal (e.g., students number one and two, respectively). Other students' expectations did not match their aspirations such as becoming a police officer and being an inventor or becoming a nurse but teaching math (e.g., students number three and nine, respectively). In essence, students either linked their expectations with their aspirations or differed drastically.

Table 78. Goal Expectations Versus Aspirations

Student	Expectation	Aspiration
1	Business degree	Own a business, be married, successful, healthy, and rich
2	Transfer and teach English	Principal of a school
3	Police	Science (inventor)
4	Police	Live in Northern California
5	Transfer and teach public health	Doctorate degree and contribute to the community
6	Nurse	Teaching
7	Auto mechanic	Own a business
8	Nurse	Make parents proud and live independently
9	Nurse	Teach college math
10	AA degree in accounting and certificate in printing	Psychology
11	Accounting and transfer	Own a business

3. What was the primary reason for your decision to continue your enrollment at LBCC?

> I got involved in so many activities. I got to networking with so many different people that it just totally influenced me. It inspired me, and once I got that 4.00, I never wanted to stop (you know) not coming to school. (Kevin)

Four students indicated that their *goal commitment* was the primary reason they persisted while two students mentioned student clubs and organizations and instructors (two responses each). Interestingly, the goal commitment was internal motivation while the external factors were the student organizations and the instructors. Joe was passionate in the session when he wished you could thank one faculty member, "He doesn't know it, but he is a big part of my life."

Goal Orientation (e.g., transfer to be a teacher)	4
Student Clubs and Organizations	2
Instructor	2
High GPA	1
EOP&S Services	1
Internship (e.g., Campus Police)	1
Did not want to drop out like family members	1
To be successful	1
Stop Out for economic reasons	1
Program (e.g., Nursing)	1

4. How did you academically involve yourself with the college?

The persisters' academic involvement focused on three main areas: tutoring, LEARN 11, and faculty.

Tutoring	2
Learn 11	2
Instructors Lessons	2
Working as a Tutor	1
Leaders Across Campus Program	1
Multiple Services	1
Two Hours per Unit Rule	1

5. How did you socially get involved in the college?

> …And I went out there and worked full-time for three years and then I saw how life was hard out there, and I saw I could advance more with a degree for my services. That's what motivated me to come back to school. (Mike)

Students did not really answer this section as shown in the example above. Just like the survey results, this question pertaining to social engagement did not reveal significant findings. Only one student mentioned the cheerleading squad as a social activity at the college, while two other students indicated that *they shared information with friends*. It seems that social involvement by these students was very minimal or nonexistent. For this sample, talking with friends about navigating the college system, was to them, the only social activity in which they engaged.

6. Which EOP&S services helped?

Just like the survey results, the focus group participants mentioned EOP&S counselors as the service that helped them. The EOP&S book grants and LEARN 11 followed in order as helpful services. Again, peer advisors and tutors were only mentioned once.

Counselors	5
Book Grants	3
LEARN 11	2
Priority Registration	1
Peer Advisors	1
Tutors	1

7. Which EOP&S services did not help?

Of the 14 participants in the focus group sessions, only three students answered this question and indicated that *all EOP&S were helpful*. Different from the survey results, not one student in the sample mentioned modifying or even eliminating the peer advisor component.

8. What EOP&S services were missing?

Only four students out of the 14 participants answered this question—all were very valid concerns. One student mentioned that EOP&S should consider tracking students' performance during the mid-semester exams. Another student wanted EOP&S to consider drop-in-counseling sessions for students. Currently, EOP&S does not track students' performance during the middle of the semester nor does the program provide drop-in counseling sessions. Another student wished that EOP&S would not require students to enroll in 12 units each semester. Unfortunately for new students, this is a Title 5 requirement (10 percent can be waived to take less than 12 semester units but they need to enroll in 9 to 11 units). Finally, one student wanted EOP&S to consider eliminating the low-income requirement for the program because so many other students want to participate in the program, but they do not meet the program's low-income criteria.

9. Briefly discuss any positive or negative experiences with the EOP&S program.

Overwhelmingly, eight students indicated a very positive experience with the EOP&S counselors. Ironically, the names mentioned were primarily part-time counselors. One student would travel about seven miles from one campus to the other to meet one particular counselor because … "sometimes we understand our real issues under our own language" (i.e., Spanish). Two other students mentioned they had positive experiences with the front office staff (e.g., receiving courtesy phone calls reminding them of their scheduled counseling appointments).

However, two students had negative experiences with the EOP&S staff at the Pacific Coast Campus. One mentioned that the clerical staff had a "bad attitude" and was unprofessional, but according to the student, this same staff member is now a "nice person." Another student had a negative experience with a counselor at PCC for not having her educational plan. She was late to the appointment and she was lectured for being late. When the counselor asked her for her educational plan, the student had not brought it to the session (nor recalled where she placed it), and they argued over making a copy of the educational plan that was in the student's file. The student never returned to the same counselor at PCC. Finally, one student had a negative experience in the bookstore because his book grant was not on the computer system. Under this situation, either the EOP&S program made an error by not entering his social security into the Bookstore's computer system or the student did not adhere to his mutual responsibility contract (i.e., a grant block was placed on his record).

10. Briefly discuss any positive or negative experiences with other departments.

> …I felt alone. I don't think anyone cared. I felt rushed. I thought about the other students…the young ones—how do you think they feel… (Brit, senior African-American woman's experience in the Assessment Center)

Three students in this sample had a negative experience in General Counseling. Ray said, "It seemed like he was just passing time [the counselor]. I go sit there and listen to him. I just wanted to get over that meeting with that person." While Lisa stated, "It was negative in General Counseling, cause they gave a list of classes that I did not need to take. They did not provide enough help. I felt more confused, like lost…"

Negative experiences with the Campus Police followed General Counseling with two students complaining how the police officers mistreated them. For example, Kevin (African American male) emotionally said, "It was the attitude that the police officer came at me. I thought he had a gun or something because the way he came and the way he approached me."

One particular student felt that he was at the DMV, "When I go to Admissions, I feel like 'lets go.' I might have several questions for them to answer and is like hurrying you up. It's kind of going to the DMV – lets move it on" (Mike).

Out of the 14 participants, all comments were negative except for one (see list below). However, students also answered this question relative to their positive or negative experiences with the faculty (the question was intended for the student services' departments). For the purposes of this section, two students indicated that they had positive experiences with ESL instructors, while three had negative experiences with their professors. I added these comments to the next section addressing *positive or negative experiences with the faculty*.

Negative Experience in General Counseling	3
Negative Experience with Campus Police	2
Negative Experience in Admission	1
Negative Experience in Assessment	1
Negative Experience with Parking (not finding a parking space)	1
Positive Experience in EOP&S	1

11. Describe any positive or negative experiences with the faculty?

> "I don't give a shit if you are going to be here as long as you turn in your homework." (Brit quoting her instructor)

In sum, eight students stated that they had a negative experience with a professor, while two students answering the previous question mentioned that they had a positive experience with their ESL instructors. For example, Sam shared his experience with the ESL professors at PCC, "I mean, all of them — every single teacher, every single substitute — they love to teach."

During the focus group sessions, I realized that students confused the role of personnel at Long Beach City College. Some students mistakenly considered classified and administrative staff as faculty members. Thus, the favorable experiences mentioned by students in this question were not all related to faculty members who taught classes. After describing a negative experience with a faculty member, Kevin states, "However, we have people on campus like…" and he mentions the names of administrators and classified staff whom he considers role models for students. Not one of these members, except for probably one person, taught a class during this study's period.

Concerns

The computer randomly selected 125 EOP&S students out of 367 students from the population studied to participate in the focus group interview sessions. From 125, only 14 persisters showed up to participate in the interview sessions. Yet, 8 of 14 participants had a negative experience with a faculty member. The best approach to describe their experience is to provide my summary and share their comments (not all are represented here). Five themes emerge from their negative experiences with the faculty at Long Beach City College: perceived racism, lack of preparation or teaching skills, lack of knowledge, lack of commitment or concern for students, and personal agendas.

Perceived Racism

In the introduction of this chapter, I introduced Ann who indicated that her professor was racist. Similar to her experience, Kevin, an African American male, did not appreciate why one faculty member used a particular book in class that degrades the "black race."

Lack of Commitment or Concern for Students

Ray had one instructor who half the time did not come to class to teach. In fact, the instructor did not show up to give the final exam. Ironically, the students received a grade in the class.

Joy had a Math 815 instructor who did not get past the fourth chapter in the book. It was crucial for the instructor to cover the entire book so students would be prepared for Math 110. Joy said, "… he was very extremely monotone, really slow, and if any student would ask questions about the material, he would get aggravated with you, and he would make you feel on the spot [that] you were a dummy."

Gee experienced a difference of the instructors' attitudes at both campuses. At PCC, she described her ESL instructors as "good" teachers and always involved with the students. However, when she started to take general education classes at LAC, she was shocked by the instructors' lack of commitment to the students. "The teachers [were] so dry with me, [because] they don't care."

Lack of Preparation or Teaching Skills

Gee also explained that she noticed how part-time instructors were not as prepared to teach the class. She indicated, "…I found two teachers—they are not really prepared to [teach] the class. They are professionals—they know, but they don't prepare the class."

Joy also mentioned that her math teacher lacked the teaching skills. The instructor, according to her, did not "elaborate, or try to give details, or explain the steps to you." Another student, Lisa, stated that one instructor—besides not having any teaching skills—had "no agenda planned for the class."

Lack of Knowledge

Lisa stated that one teacher did not know the answers to most of the students' questions. James also described how his auto mechanic instructor had minimal knowledge of the subject matter, "…and every time we would go over something in class, he would turn to this student to ask him, to see if what he was going over, is correct or if it's not correct."

Personal Agendas

One student, Joy, had an evolution versus creation battle with a psychology professor. Joy indicated that on a daily basis, the instructor would strike a cord about evolution to the class. What surprised Joy, the class was supposed to cover psychology. On one quiz, which had an evolution question, Joy was so upset that she responded on the quiz, "From who do you by way of the zoo." The instructor was extremely upset later that he brought it up in class. According to Joy, the instructor said, "An ignorant person that is really not educated, does not know anything..." Joy indicated that this particular instructor had many personal opinions and that he tried to convert the students to the theory of evolution.

12. If you were the director of EOP&S, what would you change to better serve students?

Empowering students by this survey question to take a leadership role in making changes or recommendations for the EOP&S program became very informative and interesting. Two students recommended increasing the EOP&S staff to serve the large number of students in the program. Other single comments were as followed: increase interaction between students and staff, integrate the children at both childcare centers, give counselors more hours, put a Spanish speaking counselor at PCC, continue the focus group sessions, reduce the number of units required, work with the negative attitude at

PCC. From these responses, the childcare center is an area that the campus needs to address, while all others are matters for the EOP&S program.

13. If you were the President of the college, what would you change to better serve students?

Issues with the faculty again emerged when students took the role of the college president. Three students mentioned the hiring of professors. One student suggested that the faculty take a personality test (Lisa). Again, Joy added:

> You know I think there should be change—the instructors that teach math 805 and 815. I hear that they also have to have their masters, and a lot of the instructors that teach 805 and 815—they also have to have their masters. A lot of the instructors that teach 805 and 815, they're doing it unwillingly. They don't put their hearts into it because it seems like it bores them. I would probably get an instructor with a bachelor's rather than a master's and let them teach 805 and 815 because I do not believe you need a master's to teach 805 and 815…They become very monotone and the students end up paying for their dislike of teaching that class.
>
> He did not have an instructor and the guy in charge, the head of the math department said, "I'm not your teacher, I am just filling in today." It went on like that for almost two weeks. They couldn't find anybody to fill it and he finally came in and said, "Oh well, I'm stuck, I have to teach the class." He did not want to be there.

Other recommendations included: adding an electronic marquee, building a bigger facility, adding more PC computers (IBMs), hiring more faculty/offer more classes (difficult to petition classes), building more parking lots, adding pronunciation classes, adding food variety in the cafeteria, opening the PCC library on Saturdays, and "remodeling these bathrooms, they're disgusting" (Joy).

Discussion of Focus Group Interview Sessions

For the EOP&S program, not one student in the focus groups mentioned modifying or even stating anything related to the peer advisor component. The persisters in this sample did not even mention the role of the EOP&S peer advisors. Most of the favorable comments centered on the EOP&S counselors. In fact, these students would instead like to add drop-in-counseling appointments to the service. Students would primarily ask a question to a counselor on duty for drop-in appointments. In some cases, students will not have to wait for two weeks to get their question(s) answered. Drop-in counseling provides quick access to an EOP&S counselor.

For Long Beach City College, the negative experiences of students with General Counseling, Campus Police, and the faculty needs careful examination. Why did EOP&S students, who were probably first exposed to general counselors, have more negative experiences with general counselors than with EOP&S counselors? What about the perceived hostility of the College Police by two students in the sample? How many African American students are stopped and questioned, or even ticketed as compared to white students? Finally, similar to the survey results, students revealed having negative experiences with the faculty. The results from the focus groups' were very compelling. How can the Academic Senate address this hidden culture? How can the Board of Trustees and the Superintendent-President take appropriate steps to remedy these negative outcomes? And why are students not taking their concerns to the college administration? There was only one current incident of such actions by students reported in the Viking Newspaper. What can the general faculty learn from the ESL instructors who were highly regarded as sensitive, enthusiastic, and willing to work even overtime? Many more questions arise from these focus group sessions.

Finally, the goal commitment of persisters was another significant finding supporting Tinto's Model (1976). When asked why they considered enrolling at LBCC, students' commitment to attaining a goal was the primary reason (four responses).

However, just as with the survey results, the interview question pertaining to social engagement did not fully support my hypothesis. When asked about their social involvement, students did not mention anything significant like student clubs and organizations or campus events. Instead, this sample mentioned their involvement with friends on how to survive at the college through sharing information with friends.

One limitation of this section that may affect the validity or the generalizability of the results is how students answered the question relative to expectations and aspirations. I sense that the students did not fully comprehend the question. For expectations regarding goal attainment, students answered the question as a short-term goal. For aspirations, students answered it as a long-term goal.

As recommendations for further research, EOP&S needs to investigate two findings from the focus groups interviews. One relates to reviewing the customer service orientation of the Pacific Coast Campus' EOP&S staff. As even substantiated by the survey findings, two students gave negative comments of PCC staff. Why were students having more negative experiences at PCC than at LAC?

Second, EOP&S needs to ascertain why students mentioned the names of part-time counselors for positive experiences encountered more than full-time counselors. What are the part-time counselors doing different from the full-time counselors? What counseling approaches or strategies did the part-time EOP&S counselors do differently from the full-time counselors? Was and is there a trend in the counseling appointment schedule relative to student and counselor demographic backgrounds? One student mentioned going to a counselor because she speaks Spanish and understands the issues. Is there segregation of EOP&S students and EOP&S counselors? That is, are African-American students seeing African-American counselors and Hispanic students seeing Hispanic counselors and so forth for each ethnic group? Further study is needed to address this area of segregation.

Also, this discussion may lead into a perceived segregation issue for Long Beach City College's childcare centers. Kevin mentioned that King's Park Childcare Center was ethnically more diverse than the Pacific Coast Campus' Childcare Center. Were these differences a matter of economics because it probably cost more to enroll a child on campus than off campus? Or was there a waiting list to enroll a child at PCC and therefore many students were redirected to King's Park Center? Or is it likely that some students, predominantly white, got a jump start and enrolled their child earlier than students of color who were late and so were redirected to King's Park? Or is Kevin wrong in his analogy? Further studies are needed to address childcare services.

Finally, I recommend that LBCC conducts a study regarding students' positive and negative experiences with the faculty. There are two areas of concern. First, as supported in the survey results (38 percent at least had one negative experience with a faculty member) and the focus group interviews, there seems to be a hidden culture. An academic culture that is counter-productive to the learning and nurturing environment, especially students of color, need to build up their self-esteem and succeed. The other concern I have focuses on why students do not follow up with grievances against the faculty. Do students know they have a legal process? How many grievances have centered on the faculty and what were the outcomes? One student mentioned that she has heard students complain about a faculty member, but that it does not matter, because the professor is still teaching. What will it take to deal with the negativity encountered by students? Are students' issues more directed at tenured faculty or adjunct faculty? Do faculty need to be culturally sensitized to the diversity of learning skills and learning styles? LBCC should include these questions, and many others, to truly deal with the new community college student of the next millenium—students of diverse backgrounds—culture, religion, gender, sexual orientation, disability, ethnicity, language, learning skills, to name a few.

CONCLUSION

From the Document Review section previously discussed, I analyzed the computer database to investigate the status of my population studied—*one year later*. Table 79 describes the population's enrollment status at LBCC. The persistence rate from fall 1997 to spring 1998 was 86 percent, and now from spring 1998 to fall 1998, was 65 percent. Twenty-one percent of the persisters did not return to the fall term 1998 while 28 percent of the leavers returned. Stop-outs returned and persisters left. Why after a year of persistence did the persisters leave? Many reasons can affect these students in reaching or not reaching their goals (e.g., earning their certificates), finding a job, transferring to another college, or taking time off and returning to LBCC later. The results show an ever-changing pattern in the population studied.

Table 79. Enrollment in Fall 1998

Enrolled Fall 1998?	Persisters	%	Leavers	%	Total	%
Yes	215	77	25	28	240	65
No	58	21	63	71	121	33
Yes, But Withdrew	5	2	1	1	6	2
Total	278	100	89	100	367	100

Table 80 displays how many students continued their EOP&S active status. Overall, 55 percent of the population continued their active involvement with the EOP&S program. Thirty-two percent of the persisters did not continue their involvement with the program. Why did 32 percent of the persisters not continue their active involvement with the EOP&S program? Did these persisters no longer fulfill their mutual responsibility contract and therefore were not permitted back into the program? Did the persisters feel that they no longer need EOP&S services? Did these students fall through the bureaucratic cracks of the program? In other words, each year students have to fill out another EOP&S application regardless of their EOP&S status the year prior. Did the students fill out a FAFSA form, get an EOP&S application, but decided not to reapply to the program? One of the biggest concerns I had of this program was this policy—having EOP&S students re-apply each year. The data show that the EOP&S program lost 32 percent of its students, which jeopardizes future allocation of funds unless the program can make up the difference in the recruitment of new students to fill these slots. The EOP&S program needs to carefully examine this attrition issue, because in addition to losing students from LBCC's population itself, the program is losing students through internal attrition.

Table 80. EOP&S Fall 1998 Status

	Persisters	%	Leavers	%	Total	%
Yes	190	68	12	13	202	55
No	88	32	77	87	165	45
Total	278	100	89	100	367	100

Finally, the EOP&S program averages 86 percent for persistence rates. The survey results showed that almost 21 percent of the sample planned or may take time off before completing their educational goal. The data also revealed that about 9 percent of the sample planned or were planning to drop out of college permanently. Thus attaining a persistence rate of 100 percent for a large group is absolutely unrealistic, but what about 90 percent? Can a program such as EOP&S have a persistence rate of 90 percent? Ideally, this is a target zone for retention programs—the ***accountability zone for persistence rates***. Therefore, retention programs reporting persistence rates in the 80th percentile are doing a great job. Yet, the challenge is for large retention programs to reach the 90th percentile level.

CHAPTER FIVE

STUDENT SUCCESS MODEL

How can EOP&S and LBCC better serve students to continue their enrollment at LBCC?

How can the EOP&S program integrate students more into campus life, academically and socially?

In answering the final research question and an additional one listed above, I examined the findings for EOP&S and LBCC to make four general recommendations on improving student success outcomes. I combined a summary of the findings and model building based on the study's results and my professional experience in higher education. I am proposing a Student Success Model for EOP&S at Long Beach City College (Figure 2 at the end of this chapter). This Student Success Model can assist new retention programs in building a solid foundation to recruit and to serve at-risk students. My model covers areas of Title 5 goals from recruiting EOP&S students to assisting EOP&S students' transition out of the EOP&S Program. My intent is to increase student success with the ideal goal of reaching the persistence rate at the *maximum accountability zone* of 90 percent plus.

Therefore, I offer four recommendations targeting the following groups: EOP&S students, the EOP&S Program, the administration at LBCC, and the Chancellor's Office.

Recommendation 1: Increase the involvement of EOP&S students with the college. (EOP&S Program)

The results from this study suggest that the EOP&S Program must involve students more with the college through student activities and services. Student activities entail participating in student clubs and organizations or attending campus events (e.g., motivational speakers and cultural performances). In contrast, student services include specific LBCC offices tailored to assist students at the college (e.g., the Career and Job Placement Center and the Transfer Center). In essence, the EOP&S program must vie for students' time commitment to college related activities (Astin, 1984).

Objective 1.1: Add a group and individual requirement in the EOP&S Student Mutual Responsibility Contract.

The results from this study indicate that students who met more often with EOP&S counselors, attended more workshops, participated in student clubs and organizations, and met more often with instructors, were more likely to persist than students who do not participate in such activities. EOP&S should add a group and an individual activity in the student mutual responsibility contract to involve students more with Long Beach City College, socially and academically.

The only valid social integration variable supported by this study was students' participation in student clubs and organizations. As a reminder, 80 percent of the sample surveyed "never" participated in student clubs or organizations. LBCC has over 90 organizations governed by the Associated Student Body. Having students participate in an approved group activity or organization each semester can have an impact on their likelihood of persistence. Thus, in the EOP&S mutual responsibility contract, the program should require students to participate in a group activity or student club or organization. Under this group involvement requirement, students can select to attend a workshop, a speaker's seminar, join a student club or organization, or participate in an EOP&S focus group session. The focus group session gives students an opportunity to get an update on EOP&S activities as well as to voice their opinions on EOP&S services or LBCC in general. Another approach is establishing an EOP&S student club on campus. Whatever the level of participation, the student involvement must take place with a group of students.

The results from the study also indicated the high likelihood of persistence for students who met more often with an instructor or with an EOP&S counselor. Another requirement in the student mutual responsibility contract must also include an individual activity stipulating the following contacts: meeting with a faculty member during office hours; meeting again with an EOP&S counselor (i.e., the fourth contact); or, meeting with a representative in another area (e.g., career or transfer centers). EOP&S can validate such contacts with a tracking form in the student's file.

Both integration approaches provide opportunities for students to learn from their experience, perhaps be more motivated, and gain new knowledge. These increased student involvement activities support Astin's (1984) postulate to compete for students' finite time towards college activities. EOP&S can provide incentives to students satisfying their mutual responsibility contract and depending on available year-end funds, provide students who have a financial aid unmet need—summer book grants or extra

EOP&S grants in May or June. Other bonuses include support for writing scholarship applications or inviting students to athletic, musical, or cultural events.

The Likelihood of Implementing Recommendation 1

The likelihood of implementing Recommendation 1 is very good. The program director must first discuss this proposed policy with the staff to receive comments, recommendations, and implementation plans. After these discussions, the EOP&S Program staff can add the individual and group activities in the student mutual responsibility contract and inform new EOP&S students of these requirements during the orientation sessions. The EOP&S Program will have the challenge in tracking and monitoring the students' progress in fulfilling the new requirements. The tracking/intervention specialist, the EOP&S counselors, and the peer advisors can highly scrutinize the impact of this policy.

Recommendation 2: Modify or enhance EOP&S staffing and program functions. (EOP&S Program)

Objective 2.1: Recruit more males into the EOP&S Program.

The results from this study suggest that EOP&S at LBCC needs to recruit more males into the program. Males represent a little over a third of the EOP&S population, especially when comparing African American males to African American females. EOP&S must establish an annual and comprehensive recruitment plan targeting males in the community. The EOP&S program must conduct outreach and recruitment activities, track and follow-up on its target population in the community and on campus, and deliver extensive workshops covering important areas.

EOP&S may target community agencies (e.g., Conservation Corps of Long Beach), churches, local high schools and adults schools, and even recruit on campus (e.g., athletes, student clubs and organizations). The EOP&S recruitment specialist must have the interpersonal skills to communicate and reach young males. The life's experience of the recruitment specialist must relate to those of young male students of color.

Also, EOP&S must develop and produce a recruitment brochure describing the matriculation processes and key components of the college—with the phone numbers of key staff members to contact. This publication must also describe EOP&S requirements and services, and include testimonials of successful males.

Meanwhile, EOP&S must establish an integrated computer system with software (Microsoft Excel or Access) designed specifically to communicate, track, and monitor prospective male students. The computer system can also generate correspondences and rosters so that EOP&S staff can mail important information items and also make telephone calls to prospective EOP&S students. For example, West Valley College has an internal computer system to track students (California Community College MEGA Conference, April 1997).

Besides the personal, face-to-face meetings with students to alleviate any fears of college and to explain and clarify the matriculation process, EOP&S must also provide workshops. These workshops must help students understand the importance of filling out and submitting several documents required for college success—financial aid, admission, and EOP&S applications. Instead of waiting for students to come to the college to fill out the necessary applications and face the bureaucratic maze, the EOP&S Program should take the application forms out to the target areas and assist male students. In essence, this would create a one stop-center, on the road, to recruit and matriculate students. This proactive approach shows students that the institution cares about their future, and if possible, staff at this Center should conduct the assessment exams at the local high schools that might ease the transition of students from the community to the college.

Objective 2.2: Implement an early warning survey.

In Tinto's model (1975), students bring with them certain characteristics that either help or hinder their persistence in college. An early warning survey distributed to new students during the EOP&S orientation sessions can alert EOP&S counselors and the tracking/intervention specialist of students who have low self-esteem or show little commitment to the institution, or other potential attrition indicators. Early warning surveys must target students early in the semester to have a favorable impact on retaining students. Early warning surveys are currently available for purchase (e.g., Bill Grevatt & Associates and College Success Factors Index).

Objective 2.3: Implement a Summer Transition Program.

I also suggest developing and implementing an EOP&S Summer Transition Program. As supported by the success of students who enrolled in the summer session prior to the fall term, EOP&S should consider requiring most of the new students to take LEARN 11 in the summer session prior to the fall semester. Why mandate new students in the fall term to enroll in LEARN 11 along with a load of 12 semester units, when ideally, students should have the pre-requisite skills prior to taking a full academic load? EOP&S must consider this opportunity to assist students and determine how the staff can admit prospective EOP&S students earlier and have them enroll in LEARN 11 during the summer preceding the fall semester.

EOP&S should also consider adding a basic skills' reading or English course along with LEARN 11 to improve students' chances for college success (Long & Amey, 1993). Therefore, the Summer Transition Program can incorporate three classes, depending on the assessment results of students: LEARN 11, Counseling 1, and English 881 (reading). During the summer, EOP&S staff can also include workshops, discussion groups, and activities to engage students more with the college environment.

Objective 2.4: Identify EOP&S students with high attrition characteristics and provide additional support.

The findings from this study indicated that there were sub at-risk groups within the EOP&S population. For example, the results indicated that students who assessed into English 82 or satisfied the reading requirement for an associate arts degree were more likely to persist than students who tested into English 881 or below. EOP&S must establish a process to identify the more challenged students and intervene appropriately and proactively. Assisting students with these attrition characteristics may help them overcome some barriers hindering their persistence into the next term. Most importantly, the intervention should take place early in the semester.

Given the identified potential risk factors identified in this study, an intervention team of counselors and professionals should focus on students admitted into the EOP&S program with the following attrition characteristics:

- ✓ EOP&S Eligibility Codes—Category C (GPA below 2.50) and Lower Level Basic Skills Courses
- ✓ African-American Students
- ✓ Nursing, Business Administration, and Undeclared Students
- ✓ Students with Lower Educational Goals (e.g., certificates)

Objective 2.5: Encourage EOP&S counselors to further engage their students in college activities.

EOP&S counselors also have a significant role in assisting this special population. When meeting with students with high attrition characteristics (i.e., results from the study) and attrition variables from the early warning survey (already discussed), the EOP&S counselors can further help students. EOP&S counselors can redirect students to seek academic assistance, refer them to other support services, and help them understand their vulnerability to dropping out of college. For instance, EOP&S counselors can look at the reading scores of students when properly advising them about which classes to enroll in and, at the same time, schedule activities to engage students with other student support services. Such activities might include agreements between student and counselor, lab assignments, tutoring appointments, study groups, and faculty meetings.

EOP&S should develop an internal tracking form to monitor students' involvement with these activities.

Objective 2.6: Hire a Tracking/Intervention Specialist.

Besides the academic requirements at LBCC for EOP&S students, the EOP&S program must constantly assess the utilization of its services and student outcomes. For example, the study showed that 86 percent of the population did not meet with an academic tutor. EOP&S must consider how to integrate students more with the CLAS through policy changes and tracking. Therefore, the EOP&S Program should consider reassigning or hiring a professional staff member to reach out to this special, at-risk group of EOP&S students. This EOP&S tracking/intervention specialist first needs to identify the students and set up a database to work with this group. The early warning survey and the at-risk characteristics described in this study can serve as the platform to identify the cohort. The tracking/intervention specialist could serve as the key contact person for these students. This staff member could mail letters, make individual phone calls to encourage students to take advantage of other student support services, and monitor students' progress. As recommended in the EOP&S focus group session, the tracking/intervention professional should have students submit first exam scores (usually the fourth or fifth week) and mid-semester progress reports (with faculty signatures). Having such EOP&S accountability procedures in place would communicate to the students the program's expectations for academic performance. This person will be responsible for the following:

- Early intervention for *high at-risk,* new students
- Utilization of tutorial services
- Tracking of the student mutual responsibility contract (for counseling appointments, group and individual activities)
- Identifying students on probation
- Ensuring persisters' continual involvement in the EOP&S program.

Objective 2.7: Support Learning Communities and Supplemental Instruction.

In the academic area, several components provide opportunities for students' chances for college success. The basic skills and college skills' courses are always crucial for students' success. For example, students must enroll into the appropriate math, reading, and English (including ESL) basic skills' courses and continue the sequence until they either satisfy the graduation requirements and/or the program requirements. Also in the first year, the program must have students take and complete LEARN 11 and Counseling 1 as soon as possible (e.g., Summer Transition Program). All these elements contribute to the likelihood of college persistence for students.

Also adding to college persistence are the learning communities and supplemental instruction. Long Beach City College has two learning community programs (CLIO and STAR), and such programs benefit students' persistence rates (Tinto, 1998). The EOP&S Summer Transition Program proposed, in essence, will be a learning community program.

Currently, LEARN 11 instructors meet individually with EOP&S students to provide supplemental instruction to EOP&S students. The EOP&S program will need to add supplemental instruction to difficult courses hindering students' success. Research and Academic Services already identified the courses that students have difficulty in passing. EOP&S has to work with the faculty to determine how best to provide supplemental instruction to students enrolled in difficult courses.

Objective 2.8: Assure that continuing students enroll in the EOP&S Program the following year.

The EOP&S Program must determine why 32 percent of the persisters did not continue their involvement with the program the following academic year. Such a large percentage of students leaving the program affects EOP&S accountability. The EOP&S program needs to address this matter to assure that EOP&S persisters continue their involvement in the program every year. The EOP&S Program can assign this responsibility to the tracking/intervention specialist.

Objective 2.9: Improve the Peer Advisors' component.

The results from the study showed that students were not meeting frequently with a peer advisor. The EOP&S program must review the peer advisors via student evaluations, provide more training, and assess the component each semester. For example, after EOP&S students meet with a peer advisor, through random selection, the front office staff can ask students to fill out a brief survey. The survey serves as an evaluation tool on what areas the peer advisors are doing well on and what areas need improvements. The counselor responsible for the peer advisor component can then tailor the training to address students' concerns or issues. Finally, at the end of the semester, the peer advisors can meet to discuss what has worked, what has not worked, and modifications that need to take place to strengthen the component.

There are also other creative ways to incorporate the peer advisors within the EOP&S program. EOP&S can utilize the peer advisors in assisting the new tracking/intervention specialist. The tracking/intervention specialist can assign each peer advisor a component. For instance, one peer advisor can monitor the utilization of tutorial services, while another peer advisor can track the commitment of students with their mutual responsibility contract for individual and group involvement, and so forth.

Finally, a new emphasis on the peer advisors' function must include a service checklist to review with students—different from the counselors' role. For example, perhaps the peer advisor can review items not typically covered anywhere else on campus that will make the student's visit more conducive to the college experience. The peer advisors can discuss the checklist with EOP&S students such as explaining GPA and completion ratios (one of the recommendations from the focus group sessions). The checklist can also include areas pertaining to the student's mutual responsibility contract—group and individual activity. Such a checklist can empower students to continue their social and academic integration with the college and at the same time add a greater value to the peer advisors' component.

Objective 2.10: Increase counseling appointment schedules.

When EOP&S students call to schedule a counseling appointment, the EOP&S Program must have sufficient time slots to satisfy students' counseling requests. EOP&S,

as part of its mutual responsibility to students, must also assure that sufficient counselors are available each week. Two students recommended increasing the EOP&S staff to serve the large number of students in the program (e.g., give counselors more hours).

Objective 2.11: Improve customer service relations.

The results from the study also showed a high percentage of satisfied students. However, two main themes regarding students' complaints centered on staff being rude or giving incorrect information. Therefore, frequent staff meetings and training should keep members up-to-date with new or modified procedures and policies. The EOP&S Program can also send staff members to customer service seminars and also empower EOP&S students to provide feedback on such outcomes. Two approaches include a suggestion box placed at each campus and monthly focus group sessions so the EOP&S Program can validate students' concerns.

The Likelihood of Implementing Recommendation 2

The likelihood of implementing Recommendation 2 is very good. The EOP&S program must reassess current resources and reallocate funds to support this recommendation. The program will need to identify funds to support learning communities (the Summer Transition Program), to provide supplemental instruction for EOP&S students taking difficult classes (pay faculty an additional hour a week), and to hire a tracking/intervention specialist. Since, EOP&S at LBCC has been increasing in student enrollment, the director can utilize the additional funds provided by the Chancellor's Office to cover these projects. As a reminder, the EOP&S allocation formula includes funds for enrollment increases.

Already, the EOP&S Program hired a recruitment specialist. This person is a young, African American male. The budget in EOP&S can also support the development and reproduction of publications, mileage claims for recruitment visits, and funds to sponsor college events and tours.

In order to implement a one-stop center, on the road, this concept must begin as a pilot program where perhaps a team of EOP&S and Financial Aid representatives visit target schools and agencies. [Please note that the Financial Aid Office already has a representative making visits to local high schools.] Another approach is to have the key offices (Financial Aid, Admissions, Assessment) thoroughly train the EOP&S peer advisors and empower the EOP&S recruitment specialist to implement the pilot recruitment program.

The EOP&S Program must also reassign a staff member or create a new position to fill the role of the tracking/intervention specialist. For the initial planning stages, the EOP&S Program should reassign a person half time and evaluate the efforts near the end of the fall term. The program can make modifications for spring, but initiate the paperwork to begin the search process for a new position in the following year.

Finally, there are two challenges in fulfilling this recommendation: the Summer Transition Program and hiring more counselors. Hiring more counselors will be contingent on the college allocating more office space to the EOP&S Program. For the Summer Transition Program, key individuals need to make a commitment to developing, coordinating, and implementing this program, particularly empowering the faculty to play a major role. One approach is to start the consultative process a year in advance and begin to formulate the program, step-by-step, as a pilot program. Starting with a small program, and analyzing the drawbacks and strengths of the pilot program, the committee can benefit from the experience and modify and strengthen the program for the following summer. In sum, the EOP&S program will need the full support of the academic departments and may need to reallocate funds to support the Summer Transition Program.

Recommendation 3: Improve or enhance LBCC student services. (LBCC Administration, Academic Senate, etc.)

Objectives 3.1: Establish a One-Stop Center for New Students. (LBCC)

Most students come to the college directly without meeting an EOP&S representative out in the field. LBCC should consider establishing a One-Stop Service Center containing all elements of the matriculation process. In essence, a student goes to only one area or office and completes the admission and financial aid applications, schedules to take the assessment exams, and meets with a counselor to discuss his or her educational goal. This center becomes an information center, a welcome center, a service center, and reduces the labyrinth of bureaucracy that most students go through in higher education. This center can provide students with a welcome letter from the superintendent-president of the college and a matriculation checklist.

Objective 3.2: Survey the satisfaction levels of students and address their issues. (LBCC Administration, Academic Senate, etc.)

The findings from the study clearly showed a strong case for sharing the results with campus officials, and to have them conduct a follow up study of students' satisfaction levels with their instructors and the departments. The superintendent-president of the college should establish a committee to conduct a survey and to respond appropriately and in a timely manner to students' recommendations for improving the college. Also, every academic and service department should conduct internal reviews by incorporating program evaluations from students. The college did conduct a study in the mid-1990s, *Institutional Effectiveness: A Baseline Report, Long Beach City College, June 1998*, but it falls short of the issues that surfaced in the focus group sessions on this study. For LBCC, the study revealed that EOP&S students want the following changes:

- Better financial aid
- More competent and caring instructors
- Lower costs for books
- Improved parking
- More computers
- Transportation between both campuses, and
- On-going surveys of the student population

Likelihood of Implementing Recommendation 3

The likelihood of implementing Recommendation 3 is not very good. LBCC lacks the facilities to house the One Stop Service Center. Also, administrators from key student services' offices will not like the idea of sacrificing a staff member or members to staff the center. The superintendent-president, vice president for student services, and the deans within student services will need to facilitate the consultative process, negotiate buy-in, plan the transition, and establish the center. In retrospect, informing the college community of such a center will help many offices redirect prospective students to one area so that their questions can be answered, and for many prospective students—matriculate into the college.

The likelihood of establishing a committee and conducting a survey depends on the political climate of the college. What survey questions should be included or excluded? Through a shared governance process, who will make up the committee? How will there be accountability for addressing students' concerns? How will the Academic Senate respond to such a survey? What due process should be followed when several students complain about a faculty member? What bargaining contract would prevent this process from occurring? Many more questions arise, but this may take a long process and will probably be compromised.

Outside the EOP&S program, this area is my primary interest and concern. I would hope that the institution would take appropriate steps to begin annual student evaluations of the faculty and the departments. I am willing to have my department surveyed every year, and in fact, I plan to incorporate monthly focus group sessions.

Recommendation 4: Enhance Chancellor's Office EOP&S directors' training sessions and advocate for EOP&S programs.

Objective 4.1: Incorporate theory and practice into new EOP&S directors' training workshops.

I gained so much knowledge through extensive research, especially appreciating Tinto (1975) and Astin (1984). Therefore, Objective 4.1 serves as the foundation to current EOP&S' Title 5 codes and how Chancellor's Office can strengthen educational practice. When I attended the EOP&S New Directors' Training Seminars for two consecutive years, and usually two days, I only gained knowledge in two main areas: Title 5 review and budget processes. However, theory was never covered nor was there discussion of successful EOP&S programs and services. The Chancellor's Office can incorporate the two main theories and link them to successful, educational practices.

Objective 4.2: Advocate for more EOP&S funds.

This program works. This study supported the success of EOP&S at LBCC. In general, EOP&S students faired well relative to the general student population when comparing performance outcomes (e.g., persistence). The State of California should in fact increase the funding levels for EOP&S statewide. With the increased number of students in the community colleges, and driven by the success and objectives of EOP&S programs, there are still under-served populations in California. Policy makers need to know that this program works and that EOP&S directors want it to work better.

The Likelihood of Implementing Recommendation 4

What is the likelihood of implementation? At this point, it is very good. The Chancellor's Office is fortunate to have committed individuals who have positively contributed to the success of the EOP&S programs statewide.

CONCLUSION

The EOP&S students did not extensively integrate themselves with the college socially, and thus, Tinto's model (1975) fell short relative to social integration. One reason might be that Tinto's study focused on traditional, four-year universities in the early 1970s. In contrast, this study focused on community college students in the 1990s—students who commute, work, have family obligations, and therefore, limit their social involvement with the college.

This study did show the importance of integrating students more with the college academically and placing an emphasis on institutional commitment to students. For other community colleges in general, integrating students more academically and committing the programs and services to students' success are the two major goals for institutional effectiveness. In fact, the Chancellor's Office should designate a large percent of the Partnership for Excellence funds to enhance EOP&S' programs and services or provide funds to replicate EOP&S type-retention programs to serve at-risk students not eligible for the EOP&S program (i.e., those students who fall outside the Title 5 requirements). In the long term, the California Community College system can attain its student success goals statewide and position itself better to garner legislative support for more funds.

At this point, EOP&S at LBCC in conjunction with Research and Academic Services will need to monitor how well students are doing relative to the performance measures: retention, persistence, success (GPA), graduation, transfer, and time-to degree rates. These outcome variables support the mission of the California Community Colleges, the district, and EOP&S.

Hence, the EOP&S program's commitment to serving students must also take a global and long-term approach to engender students' success. "Retention programs that (1) clearly define their goals, (2) closely monitor their successes, (3) identify their failures, and (4) make sound programmatic adjustments, are resources that add to the status, prestige, and quality of their institutions" (Solorzano, 1996, p. 257). The EOP&S program must continue to focus on students' empowerment and academic goals described by Solarzano (1996:250):

- Empowerment Goals: coping skills, self-sufficiency, personal responsibility, social interaction, critical thinking, leadership, racial/ethnic/gender identity, social responsibility
- Academic Goals: academic skills, GPA, academic standing, 1st, 2nd, and 3rd year persistence

Thus, the Student Success Model (Figure 2) is an attempt to address EOP&S accountability. The model has five components, each having a significant impact on student success: (1) recruitment plan, (2) matriculation plan, (3) early intervention, (4) instruction, services, tracking, and intervention, and (5) transition, evaluation, and success. This Student Success Model can also assist new retention programs in building a solid foundation to recruit and to serve at-risk students. I recognize that the 106 California community colleges' EOP&S programs vary by services and programs, however, some recommendations from this study may assist EOP&S programs to improve their success, persistence, retention, and transfer rates. As a general working model, many retention programs could alter the components of this model to fit their program requirements, funding levels, and campus climate. My model covers areas of Title 5 goals from recruiting EOP&S students to assisting EOP&S students' transition to other student support services. My intent is increasing student success with the ideal goal of reaching the persistence rate at the *maximum accountability zone* of 90 percent plus.

For EOP&S at Long Beach City College, this model is also a working framework. The staff at LBCC will continue to monitor and reassess the outcomes of this Student Success Model, modify elements of the model when needed, and add new services or activities that will further improve the success of EOP&S students. In essence, this model will continue to change as the funding levels increase, as new student services' practices emerge that are proven successful, and as staff introduce neoteric innovated ideas for program development and enhancements. As a retention model, this framework will continue a process of metamorphosis adopting and adjusting to its environment.

In conclusion, as EOP&S students go through instruction and services, meet with EOP&S counselors, receive funds, get letters and phone calls from EOP&S staff, they will begin to realize that the institution is committed to their success. And in retrospect, they will begin to drive themselves to fulfill their obligations as stipulated in the mutual responsibility contract. As students transition out of the EOP&S program, counselors should direct EOP&S students to seek other student support services' areas in bringing closure to their educational experiences at Long Beach City College. For EOP&S

students completing 70 semester units or six consecutive semesters, their closure must come at a recognition banquet hosted at a nice hotel. The majority of EOP&S students have never set foot in a hotel, or ever been honored, and thus the for majority of these students, it would be their first recognized accomplishment, and it would be fitting for them to celebrate their success with fellow students who have succeeded at the same good efforts. In sum, successful EOP&S students have opportunities to become productive citizens, and in return, favorably impact the economy, society, and humanity.

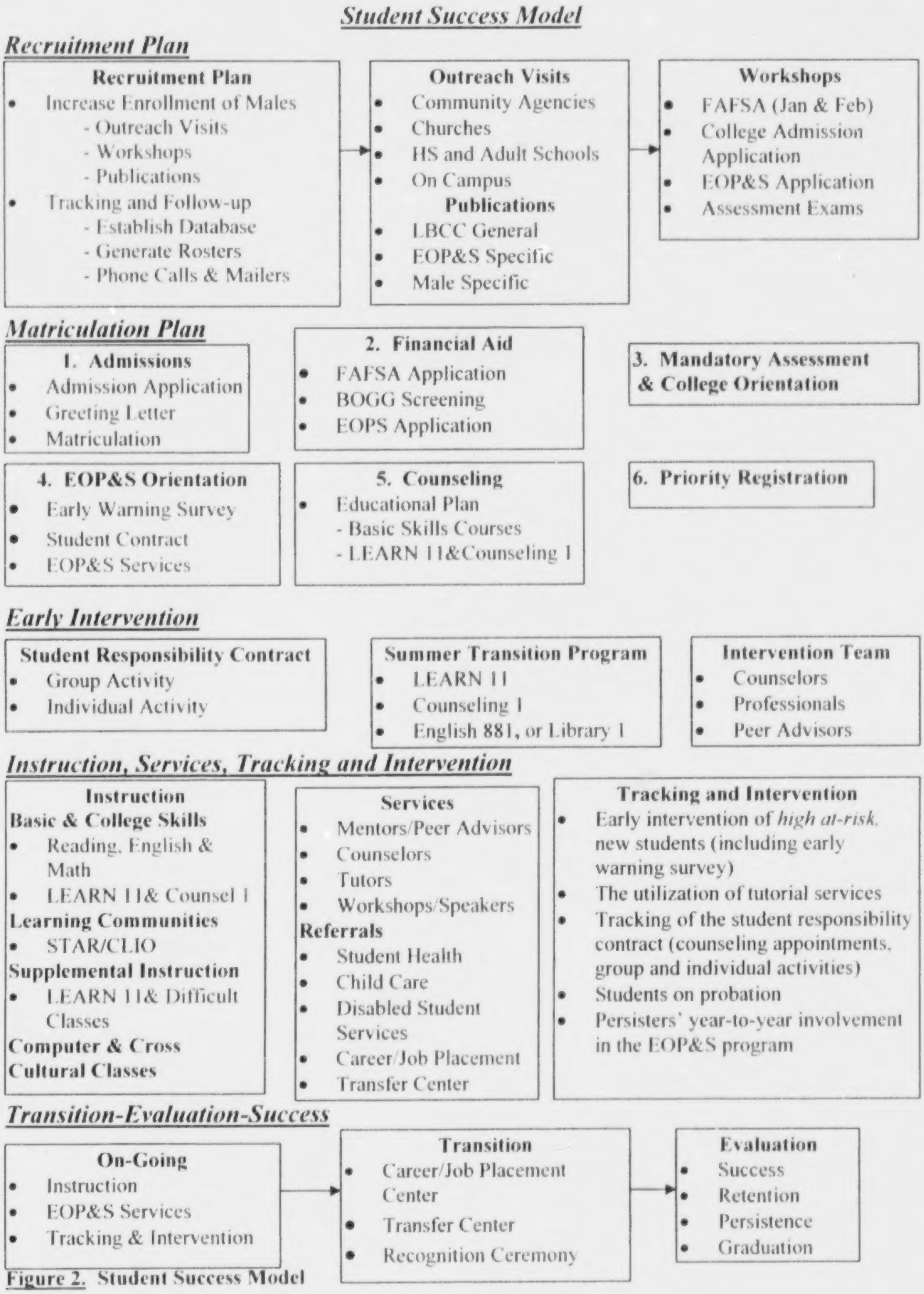
Student Success Model
Recruitment Plan
Recruitment Plan
• Increase Enrollment of Males
- Outreach Visits
- Workshops
- Publications
• Tracking and Follow-up
- Establish Database
- Generate Rosters
- Phone Calls & Mailers
Outreach Visits
• Community Agencies
• Churches
• HS and Adult Schools
• On Campus
Publications
• LBCC General
• EOP&S Specific
• Male Specific
Workshops
• FAFSA (Jan & Feb)
• College Admission Application
• EOP&S Application
• Assessment Exams
Matriculation Plan
1. Admissions
• Admission Application
• Greeting Letter
• Matriculation
2. Financial Aid
• FAFSA Application
• BOGG Screening
• EOPS Application
3. Mandatory Assessment & College Orientation
4. EOP&S Orientation
• Early Warning Survey
• Student Contract
• EOP&S Services
5. Counseling
• Educational Plan
- Basic Skills Courses
- LEARN 11&Counseling 1
6. Priority Registration
Early Intervention
Student Responsibility Contract
• Group Activity
• Individual Activity
Summer Transition Program
• LEARN 11
• Counseling 1
• English 881, or Library 1
Intervention Team
• Counselors
• Professionals
• Peer Advisors
Instruction, Services, Tracking and Intervention
Instruction
Basic & College Skills
• Reading, English & Math
• LEARN 11& Counsel 1
Learning Communities
• STAR/CLIO
Supplemental Instruction
• LEARN 11& Difficult Classes
Computer & Cross Cultural Classes
Services
• Mentors/Peer Advisors
• Counselors
• Tutors
• Workshops/Speakers
Referrals
• Student Health
• Child Care
• Disabled Student Services
• Career/Job Placement
• Transfer Center
Tracking and Intervention
• Early intervention of high at-risk, new students (including early warning survey)
• The utilization of tutorial services
• Tracking of the student responsibility contract (counseling appointments, group and individual activities)
• Students on probation
• Persisters' year-to-year involvement in the EOP&S program
Transition-Evaluation-Success
On-Going
• Instruction
• EOP&S Services
• Tracking & Intervention
Transition
• Career/Job Placement Center
• Transfer Center
• Recognition Ceremony
Evaluation
• Success
• Retention
• Persistence
• Graduation

Figure 2. Student Success Model

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Appendix A

ARTICLE 8. COMMUNITY COLLEGE EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

69640. Legislative findings and intent; community college extended opportunity programs and services; rules and regulations; goals.

It is the intent of the Legislature that the California community colleges recognize the need and accept the responsibility for extending the opportunities for community college education to all who may profit therefrom regardless of economic, social, and educational status. It is the intent and purpose of the Legislature in establishing the Community College Extended Opportunity Programs and Services (EOPS) to encourage local community colleges to establish and implement programs directed to identifying those students affected by language, social, and economic handicaps, to increase the number of eligible EOPS students served, and to assist those students to achieve their educational objective and goals, including, but not limited, to, obtaining job skills, occupational certificates, or associate degrees, and transferring to four-year institutions.

The rules and regulations of the Board of Governors of the California Community Colleges shall be consistent with this article. These rules and regulations, and EOPS, shall be consistent with all of the following goals:

(a) To increase the number and percentage of students enrolled in community colleges who are affected by language, social, and economic disadvantages, consistent with state and local matriculation policies.

(b) To increase the number and percentage of Extended Opportunity Programs and Services (EOPS) students who successfully complete their chosen educational objectives.

(c) To increase the number and percentage of EOPS students who are successfully placed into career employment.

(d) To increase the number and percentage of EOPS students who transfer to four-year institutions following completion of the related educational programs at community colleges.

(e) To strive to assist community colleges to meet student and employee affirmative action objectives.

(f) To improve the delivery of programs and services to the disadvantaged.

The Legislature further intends that EOPS shall not be viewed as the only means of providing services to nontraditional and disadvantaged students or of meeting student and employee affirmative action objectives.

The Legislature finds that the establishment and development of extended opportunity programs and services are essential to the conservation and development of the cultural, social, economic, intellectual, and vocational resources of the state.

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69641. Extended opportunity programs and services

The Extended Opportunity Programs and Services (EOPS) provided by a community college district shall supplement the regular educational programs of the community college district to encourage the enrollment of students handicapped by language, social, and economic disadvantages, and to facilitate the successful completion of their educational goals and objectives. EOPS shall be provided by certificated directors and instructors, as well as by counselors and other support staff approved by the governing board of the community college district. Participation in an extended opportunity program or service shall not preclude participation in any other program offered by the community college district.

69641.5 Additional requirements

The Board of Governors of the California Community Colleges shall consider adopting regulations which include all of the following objectives:

(a) That the Extended Opportunity Programs and Services provided by a community college shall include, but not be limited to, staff qualified to counsel all EOPS students regarding their individual educational objectives and the specific academic or vocational training program necessary to achieve those objectives, and that each EOPS student receives that counseling upon his or her initial enrollment in the community college, and at least every six months thereafter.

(b) That in assisting all EOPS students to identify their educational objectives, the Extended Opportunity Programs and Services provided by a community college identifies those students who want to transfer to a four-year institution, and those who have the potential to transfer successfully, and that the EOPS director at each community college disseminates the names and addresses of these potential transfer students to admissions staff at public universities throughout the state at least once a year.

(c) That the EOPS director at each community college shall work with other community college staff to encourage all interested EOPS students to enroll in existing community college classes designed to develop skills necessary for successful study at a university, including, but not limited to, time management, research and study skills, classroom note-taking skills, and writing skills, and that these classes be developed if they are not already established.

69642. Definitions:

(a) "Extended opportunity program" means a special program or method of instruction designed to facilitate the language, educational, or social development of a student and increase his or her potential for success in the college.

(b) "Extended opportunity services" means a program of assistance designed to aid students with socioeconomic handicaps to permit them to enroll in and participate in the educational activities of the college, and to progress toward completing their educational goals and objectives, including, but not limited to, graduation from college.

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69643. Advisory committee

(a) There is in the state government the Advisory Committee on Extended Opportunity Programs and Services. It shall be comprised of nine members appointed by the board, two members appointed by the Speaker of the Assembly and two members appointed by the Senate Committee on Rules. The nine members appointed by the board shall serve for four-year terms, except the first term of each shall be determined by lot at the first meeting of the board. Three shall service for four years, three shall serve for three years, and three shall serve for two years. The two members appointed by the Speaker of the Assembly and the two members appointed by the Senate Committee on Rules shall serve at the pleasure of the respective appointing powers.

(b) The chairperson and vice chairperson of the committee shall be designated by the board from among the members appointed by the board.

(c) The members of the committee shall serve without compensation, but shall be reimbursed for necessary traveling and other expenses incurred in performing their duties and responsibilities.

(d) The committee shall serve as an advisory body to the board, shall formulate and present policy recommendations as it determines will effect statewide establishment and conduct of community college programs of extended opportunities and services, shall review annually and report to the board the progress made under this article with the California Community Colleges toward the extension of educational opportunities for all students who may profit from instruction, and make other recommendations to implement this article. The chancellor of the California Community Colleges shall be executive secretary of the committee, shall report to the board on the actions of the committee, and, at the recommendation of the committee and its direction, shall make recommendations to the board pursuant to this article.

(e) All meetings of the committee shall be open and public, and all persons shall be permitted to attend any meeting of the committee.

69648. Rules and regulations: extended opportunity programs and services standards

By January 1, 1966, the board shall adopt rules and regulations necessary to implement this article, including rules and regulations which do all of the following:

(a) Prescribe the procedure by which a district shall identify a student eligible for extended opportunity programs or services on the basis of the student's language, social, or economic disadvantages.

(b) Establish minimum standards for the establishment and conduct of extended opportunity programs and services. The standards may include, but shall not be limited to, guidelines for all of the following:

(1) The provision of staffing and program management.
(2) The establishment of a documentation and data collection system.

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(3) The establishment of an EOPS advisory committee.
(4) The provision of recruitment and outreach services.
(5) The provision of cognitive and noncognitive assessment, advising, and orientation services.
(6) The provision of college registration.
(7) The provision of basic skills instruction, seminars, and tutorial assistance.
(8) The provision of counseling and retention services.
(9) The provision of transfer services.
(10) The provision of direct aid.
(11) The establishment of objectives to achieve the goals specified in Section 69640, and objectives to be applied in implementing extended opportunity programs and services.

(c) Subject to approval of the chancellor, establish procedures for the review and evaluation of the districts' extended opportunity programs and services.

(d) Require the submission of the reports by districts that will permit the evaluation of the program and services offered.

69648.5. EOPS program monitoring and evaluation; utilization of funds

The board of governors may use up to 1 percent of the funds appropriated for the EOPS program by the annual Budget Act to monitor program activities and to conduct the evaluation of EOPS offered by districts.

69649. Establishment of extended opportunity programs; eligibility for state funding

(a) The governing board of a community college district may, with the approval of the board, establish an extended opportunity program.

Except as provided in subdivision (b), in order to be eligible to receive state funding, the program shall meet the minimum standards established pursuant to subdivision (b) of Section 69648.

(b) The board of governors may waive any or all of the minimum standards established pursuant to subdivision (b) of Section 69648 if the board of governors determines that unusual circumstances which merit a waiver exist.

69650. Establishment of extended opportunity services

The governing board of a community college district may, with the approval of the board, establish extended opportunity services. Such services may include, but need not be limited to:

(a) Loans or grants to meet living costs or a portion thereof.
(b) Loans or grants to meet the costs of student fees.
(c) Loans or grants to meet cost of transportation between home and college.
(d) The provision of scholarships.

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(e) Work-experience programs.
(f) Job placement programs.

69651. Restriction on use of funds appropriated for extended opportunity programs and services

The governing board of a community college district shall not use any funds received from the state for the operation and administration of extended opportunity programs and services to supplant district resources, programs, or services authorized by Section 69649 and 69650. The governing board may use those funds to meet the matching requirements to receive federal funds, or funds granted by nonprofit foundations, designated for the same purposes, for extended opportunity programs and services, as defined by Section 69641.

69652. Application for allowance for cost of programs or services

The governing board of a community college district may apply to the board for an allowance to meet all or a portion of the cost of establishing and operating extended opportunity programs or services authorized by this article. The application shall contain a detailed plan or plans for use of the allowance. The plan or plans shall be submitted in accordance with rules and regulations adopted by the board. The board may also adopt rules and regulations relating to the form and content of applicants and procedures for review, evaluation, and approval thereof.

69653. Approval by board; procedure for payment of allowances

Applications shall be subject to the approval of the board. Upon approval by the board, it shall certify an apportionment or apportionments to the Controller. The Controller shall draw warrants on the State Treasury in the amounts certified in favor of the governing board of the community college district which has jurisdiction over the applicant district in accordance with a schedule of payments established by the board and approved by the Department of Finance.

69654. Review by board of need of state funds

The board shall review the need for state funds to carry out the purposes of this chapter and shall include an estimate of such need in its budget for each year.

69655. Statewide data base for community college extended opportunity programs and services; information included; report; task force

(a) Pursuant to Section 69648, the Board of Governors of the California Community Colleges shall determine the elements of a statewide data base for the Community College Extended Opportunity Programs and Services, which shall be used for periodic evaluation of the programs and services. The data base shall include all information necessary to demonstrate the statewide progress towards achieving the program goals identified in Section 69640, and program objectives adopted pursuant to Section 69648 including, but not limited to, all of the following:

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(1) The annual number of extended opportunity programs and services (EOPS) students and non-EOPS students who complete degree or certificate programs, transfer programs, or other programs, as determined by state and local matriculation policies.

(2) The annual number of EOPS and non-EOPS students who transfer to institutions which award the baccalaureate degree. In implementing this paragraph, the board of governors shall work in cooperation with the California Postsecondary Education Commission, the President of the University of California, the Chancellor of the California State University, and the Association of Independent Colleges and Universities to establish methods for obtaining the necessary data.

(3) The annual number of EOPS and non-EOPS students completing occupational programs who find career employment. In implementing this paragraph, the board of governors shall integrate the data collection with existing data collection requirements pertaining to vocational education.

(b) Beginning in January 1987 the board of governors shall annually report to the legislature regarding the number of students served by the Community College Extended Opportunity Programs and Services and the number of EOPS students who achieve their educational objectives.

69656. EOPS transfer student waiver forms

It is the intent of the Legislature that the California State University and the University of California provide fee waivers for admissions applications for all EOPS transfer students who provide waiver forms signed by a community college EOPS director.

(rev 1-28-91)

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CHAPTER 2.5. EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

Article 1. General Provisions and Requirements

56200. Implementation.
This chapter implements, and should be read in conjunction with, Chapter 2, Article 8 (commencing with Section 69640), Part 42, Division 5, of the Education Code. The definitions in this article apply to the requirements of this chapter.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56201. Waiver.
The Chancellor is authorized to waive any part or all of Articles 3 and 5. Waiver requests must be submitted to the Chancellor in writing by the district superintendent/chancellor setting forth in detail the reasons for the request and the resulting problems caused if the request were denied.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56202. Full-Time Student.
"Full-time Student" means a student, who during a regular semester or quarter is enrolled in a minimum of 12 credit units or the equivalent in community college courses. Full-time student for a summer or inter session shall be defined by the college district.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56204. Student Served.
For purposes of allocating EOPS funds, conducting audits and evaluations, an EOPS student served is a person for whom, at minimum, the EOPS program has documentation in the student's file of an EOPS application, Educational Plan, and Mutual Responsibility Contract developed pursuant to Section 56222(c).

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56206. EOPS Information.
The Chancellor shall require districts receiving EOPS funds to identify students served and the level and type of programs and services each student received.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

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56208. Advisory Committee.

Each EOPS program shall have an Advisory Committee appointed by the president of the college upon recommendation of the EOPS Director. The purpose of the advisory committee is to assist the college in developing and maintaining effective extended opportunity programs and services. The term of each committee member shall be for two years, July 1 of the year of appointment to June 30 of the second succeeding year. Members may serve more than one term. The committee shall consist of no fewer members than the members of the local Board of Trustees. Members shall serve without compensation. Members may be reimbursed for necessary expenses incurred in performing their duties. The advisory committee should include representation from college personnel, EOPS students, local or feeder high schools, community and business sectors, and four-year colleges where possible. The Advisory Committee shall meet at least once during each academic year.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56210. Comparable Level of Services.

Beginning with the 1987-88 academic year and every year thereafter, the college shall maintain the same dollar level of services supported with non-EOPS funds as the average reported in its final budget report in the previous three academic years. At a minimum, this amount shall equal the three-year average or 15% of the average EOPS allocation to that college for the same three base years, whichever is greater. The Chancellor may approve reductions in the required amount if enrollments in the EOPS program decline.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

Article 2. Student Eligibility and Responsibility

56220. Eligibility for Programs and Services.

To receive programs and services authorized by this chapter, a student must:

(a) be a resident of California pursuant to the provisions of Part 41 commencing with Section 68000 of the Education Code.

(b) be enrolled full-time when accepted into the EOPS program. The EOPS director may authorize up to 10% of EOPS students accepted to be enrolled for 9 units.

(c) not have completed more than 70 units of degree applicable credit coursework in any combination of postsecondary higher education institutions.

(d) qualify to receive a Board of Governors Grant pursuant to Section 58620 (1) or (2).

(e) be educationally disadvantaged as determined by the EOPS director or designee. In making that determination, the EOPS director shall consider one or more of the following factors:

(1) not qualified at the college of attendance for enrollment into the minimum level English or mathematics course that is applicable to the associate degree.

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(2) not have graduated from high school or obtained the General Education Diploma (G.E.D.).

(3) graduated from high school with a grade point average below 2.50 on a 4.00 scale.

(4) been previously enrolled in remedial education.

(5) other factors set forth in the district's plan submitted to the Chancellor pursuant to Section 56270 of this part.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56222. Student Responsibility.

To remain eligible to receive programs and services, students shall:

(a) apply for state, and/or federal financial aid pursuant to the applicable rules and procedures of the college of attendance.

(b) maintain academic process towards a certificate, associate degree, or transfer goal pursuant to the academic standards established by the college of attendance applicable to all credit enrolled students.

(c) file an initial EOPS application and complete and adhere to a student educational plan and an EOPS mutual responsibility contract for programs and services.

(d) within two months of acceptance into the EOPS program, provide income documentation from state or federal income tax forms, or public assistance documentation pursuant to Section 58620 (2) of this part, or other documentation as required for financial aid by the college of attendance.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56224. Eligibility for EOPS Financial Aid.

To receive EOPS financial aid a student shall:

(a) be eligible for and receive programs and services pursuant to Sections 56220 and 56222 above.

(b) demonstrate financial need according to the rules and procedures established for financial aid at the college of attendance.

(c) have need for EOPS financial aid in accordance with Sections 56252 and 56254 of this Chapter.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56226. Limitations on Eligibility.

A student who has met the eligibility requirements of Sections 56220 and 56222, and who participates without term-to-term interruption, shall continue to be eligible until the student:

(a) has completed 70 degree applicable credit units of instruction, or has completed consecutively six semester terms or nine quarter terms of enrollment. Time spent by the student enrolled in remedial courses, including remedial level English as a Second Language courses, shall not be included when computing the

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requirements of this sub-section. The EOPS director may waive this limitation only in cases where students are enrolled in programs which require more than 70 units, or which require prerequisites that would exceed the limitations.

(b) has failed to meet the terms, conditions, and follow-up provisions of the student education plan and/or the EOPS mutual responsibility contract.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56228. Grandfather Provision.

Eligible students who were served by EOPS prior to the effective date of this Article and who would otherwise become ineligible, shall continue to be eligible for one academic year after the effective date of this Article.

Article 3. Program Standards

56230. Full-Time EOPS Director.

Each college receiving EOPS funds shall employ a full-time EOPS director to directly manage and/or coordinate the daily operation of the programs and services offered, and to supervise and/or coordinate the staff assigned to perform EOPS activities. Colleges having less than full-time EOPS director positions may continue such positions upon approval of the Chancellor. The Chancellor shall consider the number of students served, the size of the EOPS staff and budget, and the scope and level of services offered when approving requests for less than full-time EOPS director positions.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education code. Reference: Sections 69640 through 69655 Education Code.

56232. Outreach, Orientation, and Registration Services.

Each college receiving EOPS funds shall provide access services to identify EOPS eligible students and facilitate their enrollment in the college. Access services shall include at minimum:

(a) outreach and recruitment to increase the number of EOPS eligible students who enroll at the college.

(b) orientation to familiarize EOPS eligible students with: The location and function of college and EOPS programs and services; the college catalog, application, and registration process, with emphasis on academic and grading standards, college terminology (e.g., grade points, units), course add and drop procedures and related rules; financial aid application procedures; and transfer procedures to four-year institutions.

(c) registration assistance for priority enrollment pursuant to Section 58108 of this Part.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

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56234. Assessments.

Each college receiving EOPS funds shall assess EOPS eligible students using instruments and methods which the college president certifies are reliable, valid, and appropriate for students being assessed and for the purpose of the assessment. All assessment results which make use of standardized scoring shall be explained and interpreted to EOPS students by counselors trained in the use and meaning of such assessments. Assessments shall, at minimum, include:

(a) course and placement tests in reading, comprehension, vocabulary, writing, and computations.

(b) diagnostic tests to determine the specific academic skill deficiencies in areas in which placement tests indicate that the student has a low probability of success in degree applicable courses as defined by college policies.

(c) study skill assessment which determines how well the student is able to take lecture notes, outline written material, use library services, and use effective study techniques.

(d) support service assessment which determines what services the student may need to attend regularly and participate in campus life (such as the need for financial aid, child care, part-time employment, or extracurricular pursuits).

(e) assessment instruments that are not culturally or linguistically biased.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56236. Counseling and Advisement.

Each college receiving EOPS funds shall provide counseling and advisement to EOPS-eligible students of at least three contact sessions per term for each student as follows:

(a) a contact session which combines interview interpretation of assessment results to prepare a student educational plan and a mutual responsibility contract specifying what programs and services the student shall receive and what the student is expected to accomplish.

(b) an in-term contact session to ensure the student is succeeding adequately, that programs and services are being provided effectively, and to plan changes as may be needed to enhance student success.

(c) a term-end or program exit contact session to assess the success of students in reaching the objectives of that term, the success of the programs and services provided in meeting student needs, and to assist students to prepare for the next term of classes, or to make future plans if students are leaving the EOPS program or the college.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56238. Basic Skills Instruction and Tutoring Services.

Colleges receiving EOPS funds shall provide basic skills instruction and tutoring services to EOPS eligible students who, on

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the basis of assessments and counseling, need such services to succeed in reaching their educational goals.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56240. Transfer and Career Employment Services.
Colleges receiving EOPS funds shall provide assistance to EOPS eligible students to transfer to four-year institutions and/or to find career employment in their field of training. Appropriate college and EOPS staff shall attempt to articulate coursework and support services needed by EOPS students with four-year institutional staff, particularly four-year institutional staff who are responsible for programs and services that are similar to EOPS.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

Article 4. EOPS Financial Aid Standards

56252. Purpose.
Financial assistance in the form of EOPS grants and workstudy shall be awarded in accordance with the provisions of this Article to EOPS eligible students for the purpose of reducing potential student loan indebtedness, or to reduce unmet financial need, after Pell grants and other state, federal, or institutional financial aid has been awarded to the student.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56254. EOPS Grants and Workstudy Awards.

(a) Grants may be awarded in an amount not to exceed $900 per academic year, or the amount of a student's unmet need, whichever is less.

(b) Workstudy awards shall not exceed $1,800 per academic year, or the amount of a student's unmet need, whichever is less. Contracts with private industry may be utilized to place EOPS workstudy students.

(c) no combination of EOPS grant and workstudy awards may exceed $1,800 or exceed the amount of a student's unmet need, whichever is less in an academic year.

(d) EOPS grants shall be disbursed to each student equally among terms in the college academic year.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56256. Award Procedures.

(a) Financial aid offices shall award and disburse EOPS grant and workstudy funds according to college procedures upon the authorization of the EOPS office.

(b) EOPS offices shall authorize EOPS grant and workstudy awards such that:

(1) Awards are distributed as evenly as possible between dependent and independent students.

(2) priority in awards is given to dependent or independent students having the lowest family or personal incomes, respectively.

(c) EOPS offices may authorize an EOPS grant to reduce packaged student employment on a case by case basis.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56258. Emergency Loans.

EOPS programs may establish an emergency loan program for EOPS students to meet unexpected or untimely costs for books, college supplies, transportation, and housing, subject to the following provisions:

(a) loans may not exceed $300 in a single academic year and must be repaid within the academic year in which the loan was made.

(b) loan funds shall be held in a separate account established by the district for that purpose; collected funds and interest earned shall be credited to the loan account and all loan funds may be carried over fiscal years for the life of the loan program.

(c) the total amount held for the loan program may not exceed three times the amount originally set aside to establish the program. Amounts in excess of this limit, or the total amount held when the program is terminated, shall be returned to the Chancellor.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

Article 5. Staffing Standards

56260. Staff.

EOPS shall be provided by certificated director, instructors and counselors and other support staff employed by the governing board of the community college district. All staff funded by EOPS who are not supervised by the EOPS Director shall be accountable to the EOPS director for the services rendered to EOPS students pursuant to the approved EOPS program plan.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56262. Director Qualifications.

(a) The EOPS director must meet the minimum qualifications for a student services administrator as specified in Section 53420 of this part, or must possess a Community College Supervisor Credential.

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(b) In addition,an EOPS Director hired after October 24, 1987, must have, within the last four years, two years of full-time experience or the equivalent:

(1) In the management or administration of educational programs, community organizations, government programs, or private industry in which the applicant dealt predominantly with ethnic minorities or persons handicapped by language, social or economic disadvantages or,

(2) As a community college EOPS counselor or EOPS instructor, or have comparable experience in working with disadvantaged clientele.

(c) In addition, an EOPS director hired after October 24, 1987, shall have completed a minimum of six units of college-level course work predominantly relating to ethnic minorities or persons handicapped by educational, language, or social disadvantages.

NOTE: Authority cited: Sections 69648, 70901(b)(1)(B), and 87356, Education Code. Reference: Sections 70901(b)(1)(B), 87356 and 87357, Education Code.

56264. Counselor Qualifications.

(a) EOPS "Counselors" are those persons designated by the community college to serve as certificated counselors in the EOPS program and must possess the Community College Counselor Credential required by Education Code Section 87274, or possess a master's degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, or the equivalent, and

(b) In addition, EOPS counselors hired after October 24, 1987, shall:

(1) Have completed a minimum of nine semester units of college course work predominantly relating to ethnic minorities or persons handicapped by language, social or economic disadvantages or,

(2) Have completed six semester units or the equivalent of a college-level counseling practicum or counseling field work courses in a community college EOPS program, or in a program dealing predominantly with ethnic minorities or persons handicapped by language, social or economic disadvantages and,

(c) In addition, an EOPS counselor hired after October 24, 1987, shall have two years of occupational experience in work relating to ethnic minorities or persons handicapped by language, social or economic disadvantages.

NOTE: Authority cited: Sections 69648, 70901(b)(1)(B), and 87356, Education Code. Reference: Sections 70901(b)(1)(B), 87356 and 87357, Education Code.

Article 6. Plans and Priorities

56270. Contract Plan.

(a) Districts wishing to participate in EOPS shall submit for approval by the Chancellor a plan which conforms to the provisions of this Chapter for each college within the district which intends to conduct an EOPS program. A college plan approved by the Chancellor shall constitute a contract between the district which operates the college and the Chancellor. Changes to the program plan may be made only with the prior written approval of the Chancellor.

(b) The Chancellor will notify in writing those districts which submit plans or or before the deadline set pursuant to Section 56274 of this part within ninety (90) days of that deadline whether the district's plan is complete and whether the plan is approved or disapproved. If the plan is disapproved, the Chancellor will notify the district how the plan is deficient. If the plan is disapproved, the distric may resubmit the plan and the Chancellor will approve or disapprove the resubmitted plan within ninety (90) days of its receipt.

(c) The Chancellor's median, minimum and maximum times for approving district plans for EOPS, from the receipt of the initial plan to final approval of the plan, for fiscal years 1984-85 and 1985-86 are 245 days, 43 days and 610 days respectively. These times may include repeated resubmissions of plans by some community college districts. The estimated time lapse from initial receipt to the first action of approval or disapproval is estimated to be 87 days.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56272. Outline.

Each plan shall address the following:

(a) the long-term goals of the EOPS program in supporting the goals of the college and the goals adopted for EOPS by the Board of Governors.

(b) the objectives of the EOPS program to be attained in the fiscal year for which EOPS funds are allocated.

(c) the activities to be undertaken to achieve the objectives, including how the college plans to meet the standards set forth in Articles 3, 4, and 5 of this Chapter.

(d) an operating budget which indicates the planned expenditures of EOPS funds, and of other district funds to be used to finance EOPS activities.

(e) the number of students to be served.

(f) an evaluation of the results achieved in the prior year of funding.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56274. Deadlines.

The Chancellor's Office shall annually establish a final date for the submission of EOPS plans and shall notify districts of this date and distribute the forms for the submission of the plan not

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less than 90 days prior to that date. Applications and plans received after that date shall be returned to the applying district without evaluation or consideration.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56276. Review and Approval of District Plans.

All plans and requests for funding submitted on or before the deadline shall be reviewed and evaluated by the Chancellor. The Chancellor shall approve plans for funding in whole or in part.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56278. Program Evaluation by the Chancellor.

Each college having an approved plan shall participate annually in an evaluation of the effectiveness of the program which shall be conducted by the Chancellor. The annual evaluation may include on-site operational reviews, audits, and measurements of student success in achieving their educational objectives.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56280. Priorities in Serving Students.

Each plan shall incorporate the priorities of this Section in the order presented when serving students from among those who are eligible pursuant to Section 56220. The purpose of these priorities is to ensure that colleges strive to achieve and maintain a racial, ethnic, and gender composition among income eligible students served which matches the racial, ethnic, and gender composition by income group of eighteen years and above who reside in the college service area.

(a) priority in outreach and recruitment services shall be directed towards correcting the greatest underrepresentation among students served. Additional priority among underrepresented students shall be given to serving individuals who are the first in their family to attend college.

(b) priority in serving students enrolled at the college shall be:

(1) serving continuing EOPS students with the lowest income.

(2) serving continuing EOPS students with the lowest income who are transferring from another EOPS program conducted by a community college.

(3) serving first-time EOPS students with the lowest income.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

Article 7. Funding and Expenditures

56290. Income and Expenditure Accountability.

Districts shall maintain separate accounts for monies provided for, and expended in, support of EOPS activities by specific line item.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56292. Adjustment To Allocations.

The Chancellor may adjust the allocation to any college during a fiscal year for one or more of the following reasons:

(a) to correct over or under allocated amounts in any of the three prior fiscal years.

(b) to correct for over or under utilization of allocated amounts in the current fiscal year.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education code. Reference: Sections 69640 through 69655 Education Code.

56293. District Fiscal Responsibility and Contribution.

Districts shall insure that colleges under their jurisdiction conducting EOPS programs provide to EOPS students who need them the same programs and services the college offers to all of its credit enrolled students. The district shall fund the cost of such programs and services from resources available to it, except EOPS funds, at a rate per EOPS student that is at least equal to the average cost per student served (including EOPS students) in these programs and services. Districts accepting EOPS funds will be required to pay the salary of the EOPS director at the rate of at least 50% of salary and benefits for 1987-88 and 100% of salary and benefits for 1988-89 and every year thereafter.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56294. EOPS Supplemental Costs.

Colleges shall expend EOPS funds only for programs and services which are over, above, and in addition to the costs which are the district's responsibility as defined in Section 56293.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56295. Expenditures Allowed.

(a) Colleges may expend EOPS funds to meet the EOPS supplemental costs as defined in Section 56294 for personnel and other expenses approved in the EOPS annual plan. Expenditures for other expenses in object categories 4000-6000 (except for EOPS financial aid) in the Budget and Accounting Manual shall not exceed 10% of the EOPS allocation or $50,000, whichever is less.

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(b) Requests to purchase computer hardware and/or software shall be approved by the district superintendent/president prior to transmittal for approval by the Chancellor.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56296. Expenditures Not Allowed.

EOPS funds shall not be expended for the following:

(a) college administrative support costs (e.g., staff of the business office, bookstore, reproduction, staff at the dean salary level and above).

(b) indirect costs (e.g., heat, lights, power, janitorial service).

(c) political or professional association dues and/or contributions.

(d) costs of furniture (chairs, desks, coat hangers, etc.)

(e) costs of construction, remodeling, renovation, or vehicles.

(f) travel costs other than travel costs of EOPS staff and students for EOPS activities or functions.

Except for items (a) through (c) above, waivers may be approved by the Chancellor on a case-by-case basis.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56297. Special Projects and Incentives.

(a) The Chancellor may allocate funds for special projects which seek to benefit the statewide, regional, or local conduct of EOPS programs, provided that no special project duplicates college or EOPS activities.

(b) special projects shall be recommended by the advisory committee established pursuant to Section 69643 of the Education Code.

(c) funding for special projects shall consist of amounts set aside for this purpose in the Governor's Budget. The Chancellor may redirect funds released pursuant to Section 56292 to fund additional special projects.

(d) colleges which demonstrate outstanding effectiveness based upon evaluations conducted pursuant to Section 56278 of this Chapter shall receive priority consideration for use of special project funds or other funds which may be released pursuant to Section 56292.

NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

56298. EOPS Financial Aid Restriction.

In each fiscal year the colleges shall expend for EOPS grants and workstudy an amount equal to that expended in the prior fiscal year, unless waived by the Chancellor, for the following reasons:

(a) to establish a book service program.

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(b) the college allocation was corrected pursuant to Section 56292.

(c) to meet the requirements of Article 3.

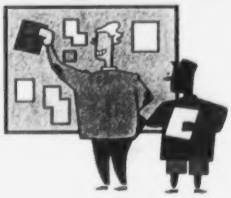
NOTE: Authority cited: Sections 69648, 69648.7 and 71020 Education Code. Reference: Sections 69640 through 69655 Education Code.

October 24, 1987 Revision
July 13, 1990 Amendments

Long Beach City College
Extended Opportunity Program and Services
EOPS
Application

Tutoring

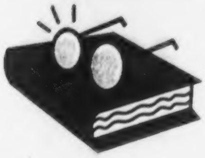
Priority Registration



The CARE Program

Learning Skills Assistance

Professional Counseling



Book Grants

Instructions:
This is your admission application for the EOP&S program. Complete this application and return it to the EOP&S office. The EOP&S staff will review your application to determine if you qualify for the program. Admission to EOP&S is not automatic. Note: Book grants, EOP&S grants, and services are awarded on a first come, first served basis. The EOP&S staff will be notify you within four to six weeks as to your status for the eligible in the program.

Academic
Year ____

Long Beach City College
Extended Opportunity Program and Services

****

Name: ____________________ SSN# ____________________
(Last, First, Middle)
Address ____________________ City/Zip Code ____________________
Telephone ____________________ Date of Birth ____/____/____ Age ____
Semester of Application: _Summer ____Fall ____Spring Year ____
What is your Ethnicity? ____________________ Gender: _ Male _Female

EDUCATIONAL CRITERIA: (Please Answer Each Question)

A. Did you graduate from high school? Yes____ No____
If "No", do you have a GED? Yes____ No____
B. What is your high school grade point Average (GPA)*(Approximately)*?____________
C. Have you ever enrolled in basic skills classes at a college? Yes____ No____
D. Have you ever enrolled in ESL classes at a college? Yes____ No____
E. Are you the first in your family to attend Long Beach City College? Yes____ No____
F. What language(s) do you speak at home? ____________________
G. When did you first attend Long Beach City College?____________________
H. How many units are you planning to take? Fall 1999 ____ Spring 2000 ____
(Please notice that if you plan to take ***less than 9 units****, you cannot be on EOP&S program unless you have a letter from* ***Disabled Student Program Services****, and if you plan to take* ***only 9-11 units****, be sure to ask EOPS staff for ¾ time waiver.)*
I. Are you a single, head of household? Yes____ No____
J. Do you have a child under fourteen years of age? Yes____ No____
K. Are you receiving CALWORKS? Yes____ No____
If "yes", how long have you been receiving CALWORKS? ____________
L. Have you attended other colleges?____No Yes____ Units Completed ____________
If you attended other colleges, please list them below:

(Please include transcripts (official or unofficial) from these colleges to speed up the application process)

College Name	Total Units Completed

Certification: I certify that all the information on this application is true and complete to the best of knowledge. I also grant permission for EOPS to verify all information provided on this application.

____________________ ____________
Student's Signature **Date**

****

FOR OFFICE USE ONLY

____________ ____________________ ____________
ED. Code EOPS Award CARE Award

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LONG BEACH CITY COLLEGE
EOP&S STUDENT MUTUAL RESPONSIBILITY AGREEMENT

I, , understand that if I am selected to participate in EOPS, I agree to meet the following **requirements** that are designed to help me succeed.

1. Take the **Assessment Exam (SOAR)** so that my EOP&S counselor can place me into the appropriate English, Math and/or Reading course(s).
2. Attend an **EOP&S Orientation** to learn about EOP&S benefits and my responsibilities.
3. Enroll and pass **Learn 11** during my first semester as an EOP&S student. Learn 11 is a college level-skills, credit or no credit course.
4. Meet with an **EOP&S counselor** at least twice each semester and meet with a peer advisor at least one each semester. Show up at least **ten minutes early** to my counseling appointment.
5. Follow my **Educational Plan**-the one provided by my EOP&S counselor. The educational plan is to ensure that I am taking courses that will help me achieve my goals.
6. If I **attend another college** I must submitted official or unofficial transcripts.
7. Bring a pencil and my educational plan to all my counseling appointment. I must call 48 hours (two days) in advance if I need to reschedule my counseling appointment. If I do not show up to my counseling appointment or call 48 hours in advance to reschedule, EOP&S will automatically register at **NO SHOW** on my EOP&S file.
8. If I received **two consecutive no shows**, EOP&S will require me to make a counseling appointment at the other campus and meet with my director of EOP&S to discuss my eligibility with the program.
9. **LBCC's Standard of Student Conduct** Stipulates that " Children are not allowed on campus during school hours." This means that I cannot bring my child to my counseling sessions.
10. Meet with an EOP&S counselor prior to making any change on my Educational Plan.
11. Notify EOP&S, Financial Aid, and Admissions soon after any change are made in my address or phone number. LBCC depends on accurate information to notify you of important notices.
12. Enrolled in **at least 12 units per semester** (10 percent of EOP&S students can be waived to take between 9 to 11.5 units).
13. Maintain a grade average of 2.00 ("C" average). EOP&S *highly* recommends earning "A"s and "B"s because there are scholarships available for students who have performed well.
14. Abide by the **Standards of Student Conduct** policies in the schedule of classes.

I have **read** the above requirements. If EOP&S admits me, I agree to abide by these requirements. I understand that failure to do so may result in my termination from EOPS.

Student Signature ______________________ Social Security No. ______________ Date ____________

EOPS Staff Signature ______________________ Date ______________

************************************FOR OFFICE USE ONLY********************

Appl Rec'd ________________ **New** __________ **Units Compl: FALL** __________

Letter Sent ________________ **Con't** __________ **SPRING** __________

File: LAC ________ **PCC** ________ **GPA** __________ **SUMMER** __________

CARE ________________ **Suspended: Yes_ No** _____ **TOTAL** _______

EOP&S PROVIDES

1. **Depending on the budget,** EOP&S will provide each student, **in good academic standing, a book grant every fall and spring semester.**
2. EOP&S provides **priority registration**. Avoid the hassle of petitioning or missing classes because they are filled. With priority registration, an EOP&S student can register the first two days of registration. With an educational plan on your hand (provided by EOP&S counselors), registration becomes easy.
3. The C.A.R.E program assists EOP&S students who are CALWORKS recipient. CARE **provides two additional grants, assists with parking permits or bus passes** and can refer **students to subsidized childcare**.
4. Peer Advisors serve as mentors and **network students to resources**. They are specifically chosen for their experience and can assists students with their concerns.
5. EOP&S students receive priority when making an appointment for **free tutoring**at the Learning Center.
6. EOP&S conducts **many and various workshops**, some are open to all LBCC students. Check with staff members for upcoming workshops.
7. EOP&S offer **fee waiver forms** for those students applying to CSU, UC or most private universities.
8. An EOP&S Banquet held for students who are on the LBCC Dean's List list with a GPA of 3.00 or better, and for those students who are graduating. There are **many cash and gift prizes**.

EOP&S is a proactive department dedicate to helping students. EOP&S students comprise a larger percentage of the Dean's List, average grade point average and persistent rates than the general student population---we make a difference. Essentially, all you have to do is apply, see an EOP&S counselor after attending an EOP&S orientation, and take learn 11.

Appendix C

NEW ________
REVISED ________
NEW MAJOR ________

Extended Opportunity Programs and Services
Long Beach City College
EDUCATIONAL PLAN

F = Fall
S = Spring
X = Summer

____
Major/Objective

STUDENT:

Last: ____________________

First: ____________________

SSN: ____________________

CMPL	GRD	SEM		UN	REM	PRE	RPT

EDUCATIONAL GOAL(S):
___ AA Degree, GE year ________
___ AS Degree, GE year ________
___ Certificate
___ Transfer:
CSU ________
UC ________
Private ________
• Other ________

NOTE: If transfering to the CSU or UC under Plan B or Plan C, be sure to get a new General Education Curriculum Guide each year. Any class you take to transfer will count only if it is on the Guide for the year in which you take the class.

UPDATES:

Counselor	Date

NOTES:

____
____
____
____
____
____
____

IMPORTANT: The above course are those needed to complete your educational goal. Taking classes that are not listed may cause you to exceed 70 units and lost your EOPS eligibility. If you have any questions, see your EOPS counselor.

APPROVE: Counselor : ______________________________ Date: ____________

Student: ______________________________

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Name:

SS#

COURSE/SEMESTER	UNITS
TOTAL UNITS	

COURSE/SEMESTER	UNITS
TOTAL UNITS	

COURSE/SEMESTER	UNITS
TOTAL UNITS	

COURSE/SEMESTER	UNITS
TOTAL UNITS	

COURSE/SEMESTER	UNITS
TOTAL UNITS	

COURSE/SEMESTER	UNITS
TOTAL UNITS	

Note:

COURSE/SEMESTER	UNITS
TOTAL UNITS	

COURSE/SEMESTER	UNITS
TOTAL UNITS	

COURSE/SEMESTER	UNITS
TOTAL UNITS	

COURSE/SEMESTER	UNITS
TOTAL UNITS	

Appendix D

Fall 1997-Spring 1998 EOP&S Survey

EOP&S values your feedback on your experience with the program and Long Beach City College in general. Please take a few minutes to answer **ALL** questions and help us improve our programs and services. **This survey is confidential.**

Please check one for each section (# 1-4).

1. **Gender:**
   ___Male
   ___Female

2. **Age:** ___

3. **Family Status:**
   ___ Single (Living with Parents)
   ___ Single (Living Independently)
   ___ Single Parent (Never Married)# of children: ___
   ___ Single Parent (Divorced) # of children: ___
   ___ Married . . . . # of children: ___

4. **Ethnicity:**
   ___African-American
   ___Asian-American
   ___Filipino
   ___Hispanic
   ___Native-American
   ___ Other Non-White
   ___ Pacific-Islander
   ___ White
   ___ Other

Please answer each question and "print" legibly.

5. How much education do you **hope** to attain?

____

6. Which EOP&S services have you used? **Please check the appropriate areas.**

	How Often?				**How Useful?**		
Services	Never	Rarely	Sometimes	Regular	Not	Somewhat	Very
EOP&S Counseling	___	___	___	___	___	___	___
Peer Advisor	___	___	___	___	___	___	___
$120 Book/Grant	___	___	___	___	___	___	___
Tutoring	___	___	___	___	___	___	___
Priority Registration	___	___	___	___	___	___	___
CARE	___	___	___	___	___	___	___

7. What EOP&S service(s) helped you and **why**?

____

____

8. What EOP&S service(s) **did not** help you and **why**?

____

____

9. What EOP&S services **were missing**?

____

10. If you left Long Beach City College in the fall 1997 or spring 1998 semesters, what was your **PRIMARY reason** for doing so? **(Please check only one.)**

___ Lack of financial aid award
___ Lack of counseling services
___ Courses not offered when I need them
___ Few part-time jobs on-campus
___ Lack of faculty care and concern
___ Lack of staff care and concern
___ Low quality of teaching
___ Transfer to another college
___ Program/major not offered
___ Conflict between class and job
___ Personal financial problems
___ Got new job
___ Child care issues
___ No family support
___ Personal problems
___ Medical problems
___ Undecided about major/career
___ Did not fit in with the college
___ Academic probation
___ Academic dismissal
___ Progress probation
___ Progress dismissal
___ Lack academic skills
___ Low self-esteem
___ Moved away from LB
___ Other (please specify): ______________

___ **Please check here if you did not leave LBCC in the fall 1997 or spring 1998 semesters?**

Regardless whether you left LBCC or not, PLEASE continue with the survey questions.

Please check one line for each question.

	Never	**Rarely**	**Sometimes**	**Frequently**
During the fall 1997 and spring 1998 semesters . . .				
11. I met with my instructors at the end of class sessions or during office hours to discuss academic issues?	___	___	___	___
12. I participated in study groups outside of class?	___	___	___	___
13. Do you have classes with friends?	___	___	___	___
14a. I attended on-campus workshops to improve my academic and study skills?	___	___	___	___

14b. If you attended workshops, please name them:

→ ____

	Never	Rarely	Sometimes	Frequently
15a. I used the computer labs on campus?	___	___	___	___

If you never used the computer labs on campus, please check either 15b or 15c.

___ **15b.** I used computer at home. **OR 15c.** ___ I do not know how to use computer.

	Never	Rarely	Sometimes	Frequently
During the fall 1997 and spring 1998 semesters . . .				
16. I participated in classroom discussions and asked questions in class?	___	___	___	___
17. How many hours on the average **per week** did you study for classes? _____				
18. I met with my instructors informally to discuss non-academic issues?	___	___	___	___
19. I participated in extracurricular activities (e.g., sports, student activities, or events)?	___	___	___	___
20. I was a member in a student club and/or organization?	___	___	___	___
21. How many hours of **free time on the average per week** did you have on-campus? _____				

22a. If you priority registered for classes, did you have problems with the telephone registration system? ___ **YES** ___ **NO**

22b. If yes, what kind of problems did you have?

____

____

23c. Please check here if you did not register by phone. ___
WHY?

____

23a. Did you pass LEARN 11? ____ **YES** ____ **NO**

23b. **If no**, what were the reasons?

24. Please describe any positive or negative experience(s) with your instructors (do not list any names.

25. Please describe any positive or negative experience(s) with any LBCC office or department.

26. If you were the President of LBCC, what would you change and why?

During the fall 1997 and spring 1998 semesters . . .

27a. When you called or visited the EOP&S office, were you able to schedule an appointment with an EOP&S counselor? ____ **YES** ____ **NO**

27b. **IF no,** what were the reasons given to you by the EOP&S staff for not scheduling the counseling appointment?

28a. When you called or visited the EOP&S office, was your experience positive with the EOP&S staff, counselor, or peer advisor? ____ **YES** ____ **NO**

28b. **If no**, with whom and what was the issue?

29a. How many hours on the **average per week** did you work? ____

29b. ___ I worked on-campus ___ I worked off-campus ___ I did not work

Please check only one per question.	**YES**	**NO**	**Maybe**
30. I plan to complete my goal at LBCC (e.g., certificate, associate arts and/or transfer to a university).	___	___	___
31. I plan to transfer to another community college before completing my goal at LBCC.	___	___	___
32. I plan to take time-off and return to LBCC.	___	___	___
33a. I plan not to return LBCC or any other college.	___	___	___

33b. Why?

____

____

34. How much education do you expect to attain? How sure are you of these?

Please check only one. AND → **Please check only one.**

Educational Objectives	**How sure?** Not	Somewhat	Very
___ Certificate	___	___	___
___ Associate of Arts	___	___	___
___ Bachelor of Arts/Science	___	___	___
___ Post-Baccalaureate	___	___	___
___ Master of Arts/Science	___	___	___
___ MD/JD	___	___	___
___ Ph.D.	___	___	___
___ Other (please specify): → ______________	___	___	___

Please rate the frequency that you visited the following areas and the quality of services received from the following areas. Check one per office.

	Did Not Use Service	Rarely	Sometimes	Regularly		A	B	C	D	F
35.					Admissions & Records					
36.					Orientation & Assess.					
37.					Financial Aid					
38.					Student Bookstore					
39.					Center for Learning Assistance Services (CLAS)					
40.					Writing & Reading					
41.					Disabled Student Serv.					
42.					Student Health Serv.					
43.					Career Planning Cent.					
44.					LEARN 11					
45.					Child Care @ LBCC					
46.					General Counseling					
47.					Project Launch					
48.					Transfer Center					
49.					Food Services					
50.					Library					
51.					EOP&S Counselors					
52.					EOP&S Peer Advisors					
53.					EOP&S Support Staff					
54.					Other: ____________					

55. **Any additional comments?**

____

____

Thank you for filling out this survey. Please fold the survey and place it in the self-addressed envelope enclosed and mail it by **Friday, July 17, 1998.** ☺

Appendix E

CERTIFIED EXEMPT
JUN 17 1998
98-1700X
Office for Protection of Research Subjects

RECEIVED
JUN 15 1998
OPRS431

University of California, Los Angeles
OFFICE FOR PROTECTION OF RESEARCH SUBJECTS

CLAIM OF EXEMPTION FROM HUMAN SUBJECT PROTECTION COMMITTEE REVIEW

PROJECT TITLE: Engendering Student Success: A Study of EOP&S Students at Long Beach City College

PRINCIPAL INVESTIGATOR: Name: Ricardo E. Perez — Degree(s): B.A. & M.A. — University Status: Student — Campus Phone Number: (562) 938-4039

Department: GSEIS — Campus Mailing Address: — Mail Code: — e-Mail Address: rperez@lbcc.cc.ca.us

CO-INVESTIGATOR or FACULTY SPONSOR: Name: Dr. Pat McDonough — Degree(s): Ph.D. — University Status: Assoc. Professor — Campus Phone Number: x2120

Department: GSEIS, Higher Ed. & Org. Change — Campus Mailing Address: 3331 Moore Hall, Box 951521 — Mail Code: — e-Mail Address: mcdonough@gseis.ucla.edu

APPLICATION STATUS: ☒ New ☐ Amendment If amendment, previous HSPC Exempt Protocol # -----

Check all of the appropriate boxes for funding sources for this research. **Include pending funding source(s).**

☐ Extramural* ☐ UCLA Academic Senate ☐ Department ☐ Gift ☐ Other: -----

* P.I. of Contract or Grant: -----

Funding Source: ____

Contract/Grant No. (if available): -----

Contract or Grant Title: -----

INVESTIGATOR'S ASSURANCE

I certify that the information provided in this application is complete and correct.

I understand that as Principal Investigator, I have ultimate responsibility for the conduct of the study, the ethical performance of the project, the protection of the rights and welfare of human subjects.

I agree to comply with all UCLA policies and procedures, as well as with all applicable federal, State, and local laws regarding the protection of human subjects in research, including, but not limited to, the following:

- performing the project by qualified personnel according to the OPRS certified protocol,
- implementing no changes in the OPRS certified protocol or consent form only by submitting an amendment to OPRS previously certified Claim of Certification;
- if applicable, obtaining the legally effective informed consent from human subjects.

6/15/98

Principal Investigator Date

FACULTY SPONSOR'S ASSURANCE

By my signature as sponsor on this research application, I certify that the student or guest investigator is knowledgeable about the regulations and policies governing research with human subjects and has sufficient training and experience to conduct this particular study in accord with the approved protocol. In addition,

- I agree to meet with the investigator on a regular basis to monitor study progress.
- Should problems arise during the course of the study, I agree to be available, personally, to supervise the investigator in solving them.
- I assure that the investigator will promptly report significant or untoward adverse effects to the OPRS in writing within 5 working days of occurrence.
- If I will be unavailable, as when on sabbatical leave or vacation, I will arrange for an alternate faculty sponsor to assume responsibility during my absence, and I will advise the OPRS by letter of such arrangements.

6/15/98

Faculty Sponsor * (if PI is a student or a fellow) Date

* The faculty sponsor must be a member of the UCLA faculty. The faculty member is considered the responsible party for legal and ethical performance of the project.

HS 7 (4/1/97)

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EXEMPT CATEGORY CLAIMED (please see Exemption Categories) 2

Subject population — Community College Students Number of subjects 367

Subject source Long Beach City College, Extended Opportunity Programs & Services

1. Briefly describe the purpose of your project (Attach additional pages as necessary.)
   The purpose of the study is to examine attrition issues facing EOP&S students at LBCC during the fall 1997 and spring 1998 semesters. The survey will attempt to measure students' level of academic and social involvement with LBCC.

2. Will existing or archived data, documents, records, or biological specimens be used? Yes ☐ No ☒
   (If yes, answer the following questions.)

   a) Will any data or biological specimens be collected from subjects after the submission of this application?
   Yes* ☐ No ☐

   b) What is the source of the existing or archived data/biological specimens?

   c) Is the source publicly available? Yes ☐ No ☐

   d) If you answered "no" to 2c, is the information recorded in such a manner that subjects cannot be identified, directly or through identifying links?
   Yes ☐ No* ☐
   (If yes is checked, you have completed this form provided that you do not propose any other exempt activities in this application.)

   e) What is(are) the type(s) of specimens?

Please note that this exemption does not apply to the products of in-vitro fertilization, or human fetuses.

- **Your research protocol does not qualify as exempt from HSPC review.** Please answer questions on the attached "COLLECTION OR STUDY OF EXISTING DATA OR HUMAN BIOLOGICAL SPECIMENS FOR NON-GENETIC RESEARCH," Form HS-1, Section VII.)

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3. Briefly describe recruitment procedures that ensure voluntary participation. Attach a copy of any material used to recruit subjects (e.g., informed consent forms, advertisement, flyers, telephone scripts, verbal recruitment, cover letters, etc.)

   I will mail survey with self-addressed envelopes.

4. Will data be recorded by audiotape or videotape? Yes ☐ No ☒

5. Will the subjects be identifiable either by name or through demographic data? Yes ☐ No ☒
   (Note: Aggregate grouping of demographic data will prevent subject identification through that data.)
   If yes, describe how the confidentiality of subject's identity will be maintained and plans for maintaining or destroying identifying links to subjects after the study is completed.

   I will assign aggregate numbers to students, therefore maintaining the confidentiality of their identity.

6. Describe the procedures in which subjects will participate. If survey instruments will be used, give the time necessary to complete them, the frequency of administration and the setting (such as by phone, by mail, face-to-face interview, etc.) in which they will be administered. (Please submit a copy of all instruments for this study, including all questionnaires, surveys, protocols for interviews, etc. **Please note that exploration of sensitive or private topics is not an exempt activity.**)

   EOP&S will mail the surveys to students to fill out, complete, and return in the self-addressed envelopes. Upon approval, the procedure will take three weeks.

FOR OPRS OFFICE USE

HSPC Exempt Protocol No.: 98-170

Authorized Signature: ______

Date: 6-17-98

With the OPRS authorized signature, this project is certified exempt unless changes are made to the protocol or consent form.

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HS 7 (4/97)

CERTIFIED EXEMPT
98-386 / Cl
DEC 15 1998
Office for Protection of
Research Subjects

University of California, Los Angeles
OFFICE FOR PROTECTION OF RESEARCH SUBJECTS

CLAIM OF EXEMPTION FROM HUMAN SUBJECT PROTECTION COMMITTEE REVIEW

PROJECT TITLE: Engendering Student Success: A Study of EOP&S Students at Long Beach City College				
PRINCIPAL INVESTIGATOR:	Name Ricardo E. Perez	Degree(s) B.A. & M.A.	University Status Student	Campus Phone Number (562) 938-4039
	Department GSEIS	Campus Mailing Address	Mail Code	e-Mail Address rperez@lbcc.cc.ca.us
CO-INVESTIGATOR or FACULTY SPONSOR:	Name Dr. Pat McDonough	Degree(s) Ph.D.	University Status Professor	Campus Phone Number x62120
	Department GSEIS, Higher Ed. & Org	Campus Mailing Address 3331 Moore Hall, Box 951521	Mail Code	e-Mail Address mcdonough@gseis.ucla.edu
APPLICATION STATUS:	☒ New	☐ Amendment	If amendment, previous HSPC Exempt Protocol #	

Check all of the appropriate boxes for funding sources for this research. **Include pending funding source(s).**

☐ Extramural* ☐ UCLA Academic Senate ☐ Department ☐ Gift ☐ Other

* P.I. of Contract or Grant

Funding Source: ______________________ Contract/Grant No. (if available):

Contract or Grant Title:

INVESTIGATOR'S ASSURANCE

I certify that the information provided in this application is complete and correct.

I understand that as Principal Investigator, I have ultimate responsibility for the conduct of the study, the ethical performance of the project, the protection of the rights and welfare of human subjects.

I agree to comply with all UCLA policies and procedures, as well as with all applicable federal, State, and local laws regarding the protection of human subjects in research, including, but not limited to, the following:

- performing the project by qualified personnel according to the OPRS certified protocol,
- implementing no changes in the OPRS certified protocol or consent form only by submitting an amendment to OPRS previously certified Claim of Certification,
- if applicable, obtaining the legally effective informed consent from human subjects.

12-14-98

Principal Investigator   Date

FACULTY SPONSOR'S ASSURANCE

By my signature as sponsor on this research application, I certify that the student or guest investigator is knowledgeable about the regulations and policies governing research with human subjects and has sufficient training and experience to conduct this particular study in accord with the approved protocol. In addition,

- I agree to meet with the investigator on a regular basis to monitor study progress.
- Should problems arise during the course of the study, I agree to be available, personally, to supervise the investigator in solving them.
- I assure that the investigator will promptly report significant or untoward adverse effects to the OPRS in writing within 5 working days of occurrence.
- If I will be unavailable, as when on sabbatical leave or vacation, I will arrange for an alternate faculty sponsor to assume responsibility during my absence, and I will advise the OPRS by letter of such arrangements.

Faculty Sponsor * (if PI is a student or a fellow)   Date

* The faculty sponsor must be a member of the UCLA faculty. The faculty member is considered the responsible party for legal and ethical performance of the project.

HS-714 (1/97)

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EXEMPT CATEGORY CLAIMED (please see Exemption Categories) 2

Subject population Community College Students Number of subjects 21

Subject source Long Beach City College, Extended Opportunity Program & Services

1 Briefly describe the purpose of your project. (Attach additional pages as necessary.)

The purpose of the study is to examine attrition issues facing EOP&S students at LBCC during the fall 1997 and spring 1998 semesters. The focus group interviews will attempt to gather students' level of academic and social involvment with LBCC.

2 Will existing or archived data, documents, records, or biological specimens be used? Yes ☐ No ☒
(If yes, answer the following questions.)

a) Will any data or biological specimens be collected from subjects after the submission of this application?
Yes* ☐ No ☐

b) What is the source of the existing or archived data/biological specimens?

c) Is the source publicly available? Yes ☐ No ☐

d) If you answered "no" to 2c, is the information recorded in such a manner that subjects cannot be identified, directly or through identifying links?
Yes ☐ No* ☐
(If yes is checked, you have completed this form provided that you do not propose any other exempt activities in this application.)

e) What is(are) the type(s) of specimens?

Please note that this exemption does not apply to the products of in-vitro fertilization, or human fetuses.

* **Your research protocol does not qualify as exempt from HSPC review.** Please answer questions on the attached "COLLECTION OR STUDY OF EXISTING DATA OR HUMAN BIOLOGICAL SPECIMENS FOR NON-GENETIC RESEARCH," Form HS-1, Section VII.)

3. Briefly describe recruitment procedures that ensure voluntary participation. Attach a copy of any material used to recruit subjects (e.g., informed consent forms, advertisement, flyers, telephone scripts, verbal recruitment, cover letters, etc.)

I will mail a letter asking for voluntary participation in the focus group interviews.

4. Will data be recorded by audiotape or videotape? Yes ☒ No ☐

5. Will the subjects be identifiable either by name or through demographic data? Yes ☐ No ☒
(Note: Aggregate grouping of demographic data will prevent subject identification through that data.)
If yes, describe how the confidentiality of subject's identity will be maintained and plans for maintaining or destroying identifying links to subjects after the study is completed.

I will assign pseudonyms to students during the focus group interviews, therefore maintaining the confidentiality of their identities.

6. Describe the procedures in which subjects will participate. If survey instruments will be used, give the time necessary to complete them, the frequency of administration and the setting (such as by phone, by mail, face-to-face interview, etc.) in which they will be administered. (Please submit a copy of all instruments for this study, including all questionnaires, surveys, protocols for interviews, etc. **Please note that exploration of sensitive or private topics is not an exempt activity.)**

Students who wish to volunteer in the interview will meet at LBCC in the EOP&S office. They will fill out a consent form prior to participating in the interviews. The interviews should take at least one hour.

FOR OPRS OFFICE USE

HSPC Exempt Protocol No.: 98 586

Authorized Signature:

Date: 12/15/98

With the OPRS authorized signature, this project is certified exempt unless changes are made to the protocol or consent form.

I will exclude individuals who have been removed from school for disciplinary reasons

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Important Information Sheet

Engendering Student Success: A Study of EOP&S Students
at Long Beach City College

You are asked to participate in a research study conducted by Mr. Ricardo E. Perez, from the Graduate School of Education and Information Services at the University of California, Los Angeles. The results will contribute to Ricardo E. Perez's dissertation. You were selected as a possible participant in this study because you are first-year Long Beach City College (LBCC) student admitted into the EOP&S program in the fall 1997 semester. Your participation in this study is voluntary.

PURPOSE OF THE STUDY

The study is designed to assess your involvement with the college, academically and socially, and to obtain your feedback on improving EOP&S and LBCC services and programs.

PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

Please fill out the EOP&S survey by answering all the questions. Fill out the survey in pen and please print legibly. It should take 20 minutes of your time to fill out the survey. When you complete the survey, please fold the survey and insert it in the self-addressed envelope provided (you do not need to place a stamp on the envelope). Please return the survey by mail or in person.

POTENTIAL RISKS AND DISCOMFORTS

While the survey attempts to gather pertinent information about your involvement with the college and your recommendations and ratings of key areas, you may experience a discomfort if you had a negative experience with the college. You may choose to stop filling out the survey and dispose of it at your convenience. However, one goal of the survey seeks to assess how the college and EOP&S are serving students, and your feedback—positive or negative, will certainly help us focus on improving those areas.

POTENTIAL BENEFITS TO SUBJECTS

No individual will benefit from this research. At best, the community in Long Beach will benefit from your important contribution in filling out and returning the survey. Our society will benefit from the knowledge gained from this research.

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RAFFLE PRIZES FOR PARTICIPATION

In about two days you will receive a second letter from EOP&S. The letter is a courtesy reminder to complete the survey and will include one raffle ticket for you to fill out and return in a separate self-addressed envelope. **You must return the survey in one self-addressed envelope and you must return the raffle ticket in the other self-addressed envelope.** We will place your raffle ticket with the others received and draw them randomly for prizes after the deadline—**Friday, June 25, 1998**. Prizes include $100, $50, 10 EOP&S back packs, and Bookstore items. We will notify you if your ticket was selected.

CONFIDENTIALITY

NO NAMES WILL BE ASSOCIATED WITH THE SURVEY. PLEASE DO NOT WRITE YOU NAME OR SOCIAL SECURITY NUMBER ON THE SURVEY AND DO NOT SEND THE SURVEY WITH THE RAFFLE TICKET. MAIL THE SURVEY AND THE RAFFLE TICKET SEPARATELY.

PARTICIPATION AND WITHDRAWAL

Your participation is VOLUNTARY. If you decide to participate, you are free to withdraw your consent and discontinue participation at any time without penalty. Your decision whether or not to participate will not affect your relationship with EOP&S. The investigator may withdraw you from this research if circumstances arise which warrant doing so. For example, if you submit your survey after the deadline, the investigator will not consider your survey.

IDENTIFICATION OF INVESTIGATOR

If you have any questions or concerns about the research, please feel free to contact Ricardo E. Perez at (562) 938-4039 or leave a message at (562) 938-4273. You may also write: Ricardo E. Perez, Director of EOP&S/CARE, Long Beach City College, 4901 East Carson Street, Long Beach, CA 90808.

RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue without penalty. You are not waiving any legal claims, rights, or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact the Office for Protection of Research Subjects, UCLA, Box 951694, Los Angeles, CA 90095-1694, (310) 825-8714.

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Important Information Sheet

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at Long Beach City College

You are asked to participate in a research study conducted by Mr. Ricardo E. Perez, from the Graduate School of Education and Information Services at the University of California, Los Angeles. The results will contribute to Ricardo E. Perez's dissertation. You were selected as a possible participant in this study because you were a first-year Long Beach City College (LBCC) student admitted into the EOP&S program in the fall 1997 semester. Your participation in this study is voluntary.

PURPOSE OF THE STUDY

The study is designed to assess your involvement with the college, academically and socially, and to obtain your feedback on improving EOP&S and LBCC services and programs.

PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

Please call Mr. Ricardo E. Perez if you wish to participate in the focus group interview at (562) 938-4034. Mr. Ricardo Perez will schedule you to participate in one of three focus groups. If you are a continuing student, you will receive credit for an EOP&S counseling contact. If you are not currently enrolled at LBCC, you will receive $20.00 for your participation. At the conclusion of the interview, there will be a drawing for a bookstore prize (one for each group). Space is limited, so please call to reserve your interview session.

POTENTIAL RISKS AND DISCOMFORTS

While the focus group interview attempts to gather pertinent information about your involvement with the college and your recommendations regarding key areas, you may experience a discomfort if you had a negative experience with the college. You may choose to stop participating in the group activity at your convenience. However, one goal of the interview seeks to assess how the college and EOP&S are serving students, and your feedback—positive or negative, will certainly help us focus on improving those areas.

POTENTIAL BENEFITS TO SUBJECTS

No individual will benefit from this research. At best, the community in Long Beach will benefit from your important contribution in participating in the focus group interview. Our society will benefit from the knowledge gained from this research.

CONFIDENTIALITY

YOUR NAME OR SOCIAL SECURITY NUMBER WILL BE ASSOCIATED WITH THE FOCUS GROUP INTERVIEWS. WHEN YOU COME TO YOUR SCHEDULED APPOINTMENT, YOU WILL BE ASSIGNED A PSEUDONYM (A PEN NAME). ANY PERSONS READING THE DISSERTATION WILL NOT IDENTIFY YOU BY PERSON.

PARTICIPATION AND WITHDRAWAL

Your participation is VOLUNTARY. If you decide to participate, you are free to withdraw your consent and discontinue participation at any time without penalty. Your decision whether or not to participate will not affect your relationship with EOP&S. The investigator may withdraw you from this research if circumstances arise which warrant doing so. For example, if arrive late to the session, the investigator will not consider your participation.

IDENTIFICATION OF INVESTIGATOR

If you have any questions or concerns about the research, please feel free to contact Ricardo E. Perez at (562) 938-4039 or leave a message at (562) 938-4273. You may also write: Ricardo E. Perez, Director of EOP&S/CARE, Long Beach City College, 4901 East Carson Street, Long Beach, CA 90808.

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Appendix G

FOCUS GROUP INTERVIEW 3:00 P.M.

Kevin, Mike, Pat, Ann, Joe and Ray

Facilitator: Ricardo Perez (Rick)

1. Why did you enroll at LBCC?

Kevin: [It is] close to my house and time to return to school. I was not prepared and did not appreciate education when I first enrolled in 1991, and when I dropped out, it took me till summer 1997 to return.

Joe: I thought that before I went to a university, I would go to city college so I could see how much I liked college… I wanted to see if I really wanted to go to college.

Ann: I enrolled to improve my probability of being able to get a job in the work force that paid at a rate that would be suitable for my lifestyle. Prior to now, I have worked part-time and full-time... But I never been able to achieve or accomplish a position due to the lack of having a degree that would be comfortable to what I would like to see myself make financially [as] opposed to breaking my family.

2. What are your goal expectations? What are your aspirations or dreams? Why the difference (if any)?

Kevin: Graduate with honors in May and continue with transferable classes and hopefully be accepted to UCLA and continue my education in construction business. I do plan to start a small business, eventually. I also have brothers that are in the carpentry program with me, and one of my goals is to keep them in school, and [not] let them get distracted, like I got distracted in 1991. And basically to stay focused and not get distracted for anything.

Pat: My goal is to transfer, to apply in the liberal arts program to teach in the English department. My dream is to teach, and eventually to be a principal of a school.

Mike: My goal is to transfer to a CSULB to pursue a career in liberal arts.

Ray: I want to be a police officer, trying to get an administration of justice degree—an AA, then try and get some resumes and go to the academy. And after that I probably will go to the university and get into science or something to do with gadgets.

Joe: I also am into administrative of justice major and plan to get a certificate at Long Beach City College and go up north in California and work.

Facilitator: The second part of the question? The first part talked about your expected goals the second part is what are your aspirations and dreams.

Pat: One of my dreams is to actually be teaching as a professional, eventually in English.

Facilitator: The question is what are you aspiration and dreams?

Kevin: My aspiration and dreams are to have a healthy and successful life. What I mean by that is, some people think that success is being rich. Of course I would like to be rich, because I've been broke all of my life. I would like to be rich, but I also want to have a healthy life. I don't want to be running a business and having ulcers and stressing out because of my business doing so well or doing so bad. I want to be involved with a companion or wife... I would like to have a healthy marriage… because it all comes together if you want to be really successful and…I will help others like me.

Ann: I would ultimately like to become a teacher in public health. My goal would be to achieve an AS degree in a field or relative field to public health and transfer so that I'm able to ultimately attain my master's degree in the field of public health. I work now in the area of public health. I'm very much interested in doing research as my immediate goal with my education... But at some point after, I've done research, travel the world, or [be] of some benefit to my own community. I would probably like to, at some later time, to further my education and receive my doctorate degree and be able to do research.

3. **What was the primary reason for your decision to continue your enrollment at LBCC? Or what was the primary reason for your decision to leave your enrollment at LBCC?**

Ann: I did so well. I got a 4.0 G.P.A. in my first semester here, and I couldn't believe it, [and] I couldn't stop after that.

Mike: Primary reason to continue at LBCC is to finish as soon as possible and head to CSULB and obtain my degree in liberal arts. I'm currently working in a high school, and that's what I'd like to do work as a high school instructor. Before I didn't think I'd ever work with kids at that age level, but for me it's been a pleasure working with them, and I've seen a different side of them that I didn't expect to see from that age group. I don't imagine myself being a teacher of a middle school or elementary school, but right now my attention is in high school.

Kevin: What made me want to continue was that, when I returned to school in the summer of 1997, I got involved in a lot of club activities. I got involved in everything I didn't [do] in 1991. My first interest was the Carpentry Club; I was president of the

Carpentry Club. The Carpentry Club led me to becoming a President's Ambassadors [to] represent LBCC…speak[ing] in front of high school [students], and going to talk to big businesses—like Boeing or Memorial Hospital…talk[ing] to the employees letting them know what LBCC has to offer, and that they could come back and move up the ladder as far as employment goes. So many things that I've been involved in. Now I'm the President of Alpha Gamma Sigma. I got involve in so many activities. I got to networking with so many different people that is just totally influenced me. It inspired me, and once I got that 4.0, I never wanted to stop… coming to school. I was totally motivated and again I just wanted to continue. I was totally motivated being surrounded by prominent students like your selves [pointing to other EOP&S students]; it was just the activities that I got involved with that inspired me to make me want to continue.

Ray: As far as the activities, one thing about my family—they dropped out, and I don't want to be like that. That is what kept me going and I join a lot of clubs like AKA. I was an intern with the Campus Police for LBCC the first year just for the experience.

Joe: When I first entered, I didn't do quite well as I suppose to do. I had to take a speech class—Speech 1. The instructor helped me a whole lot—not like in my other education like in elementary or junior high. He doesn't know it, but he is a big part of my life.

Facilitator: Question four starts with academically and then question five starts with socially.

4) How did you academically involve yourself with the college?

Ann: I took advantage of tutoring sessions, academically. I took the LEARN 11 course, which was a great benefit to me. I still apply those techniques today that they taught me in LEARN 11. And so far overall academically, I believe that just by the things I have been taught by the instructors… the EOPS office and the counseling office here, I have been able to literally use [those] to boost my study habits, my G.P.A, as well as my overall attendance. There were times when I didn't want to come to school, but knowing the consequences of missing one day, I forced myself to be here.

Pat: LEARN 11 helped me with my study habits. Coming out of high school… I approach things differently… Also I had a mentor from Leaders Across Campus and she really helped me get organized. She would help me to take the time to use it more. I didn't use a planner. I had a planner but I didn't use it for the right purpose. Then I really start preparing [for] an activity actually, [and] it gave me a chance to use it and so from there I have to use it. Now if I don't use my planner, I am in trouble. I learn that from her [Leaders Across Campus Program].

5. Question five how do you socially get involved in the college it really address the socially? Anybody wants to make a comment?

Pat: Cheerleading kept me motivated as the activity. I didn't want to leave or anything, but I got to one point where I was discouraged. I need it to have somebody to talk with to keep me on track.

Mike: One of the things that motivated me was being on the work force right out of high school. Financially, I didn't have the funds to go to a CSU or a UC. There were scholarships and financial aid, but I never went ahead and did those [things]. I figured I just couldn't afford it, and my parents couldn't. I went out there and worked full-time for three years and then I saw how life was hard out there, and I saw I could advance more with a degree for my services. That's what motivated me to come back to school. I didn't study for half a year. I didn't have good study-habits in high school, and when I got here [LBCC], just remembering how it is working full-time in a factory or at a minimum wage job, and now I work in the school district. And what motivated me the most is remembering going back and I don't want to do that again.

6. **Which EOP&S services helped?**

Ann: Book Grants.

Joe: Counselor. To tell you the truth, I am still lost right now. But when I first started LBCC, I was completely lost. I didn't know how to do the schedule such as the Plan A, Plan B. I didn't know how to do that or I didn't know which courses to take but over at the PCC campus, [the] EOP&S counselor helped me a lot.

Mike: Priority registration helps a lot.

Facilitator: Take advantage of that. Yes Pat.

Pat: Peer advisor. One particular peer advisor took the time actually to go over math problems with me like the ones from my class.

Facilitator: Like a tutor?

Pat: Yeah!

Ann: In tutoring, well the priority, it kinds of goes across the board for EOP&S... It's cool and that is so funny because I don't know what kinds of stigmas are attached to EOP&S, but I really don't care. But it opens doors—you say I am in EOPS, oh you get to the front of the line.

7. **Which EOP&S services did not help?**

Ann: I think all the ones were helpful.

8. What EOP&S services were missing?

Pat: I just think of what will be missing.

Ann: This campus does not provide childcare facilities for persons that have children. If you attend primarily on this campus [LAC], you have to take your children to another campus. Which could be an inconvenience for them as far as children go. I would like to suggest opening a child center at this campus.

Facilitator: We did. Just right up the street now.

Ann: I didn't know that—is news for me.

Facilitator: Right up to Clark you just passed it.

Pat: This is a question when I was in EOPS before. They had this thing to check your grades just to see how are you doing like at mid-point. And then if you need it—you see what I am saying to keep you in track.

Facilitator: Is that what you are recommending?

Pat: Yeah, because some times, well I don't know **[could not comprehend from recorded tape]** but I still got the information. See what I am saying.

Facilitator: You like EOPS mid-year checks.

Pat: [could not comprehend from recorded tape]

Ann: I would like to see EOP&S offer drop in counseling like in the general counseling department, because we become comfortable with our own counselors, and we know them instead of having to go to general counseling. I just like to suggest that we are able to have the same kind of service as them.

9. **Briefly discuss any positive or negative experiences with the EOP&S program?**

Joe: It happened a couple of times. I mean, I am kind of embarrassed about it but it's the book grant that EOPS offers. I went to the bookstore and when I went to buy my books and brought my stuff up to the counter, the guy told me that I was not an EOP&S student. And I am like—what do I do now? It happened like twice.

Kevin: Liked me with the book grant policy. It was a negative and positive experience. When I first return back to school, I guess it was probably the fall 1997, I actually found out what EOP&S is. I got into an argument with one of the secretaries at the desk. We both had attitudes. So I am not going to say it was her fault or my fault. I didn't understand and she—I don't know. I think she really had a bad day because she was unprofessional on the PCC campus, but now we are cool. She is so nice—she loves me, and all my brothers—so it is positive.

Mike: I had a positive experience with a counselor—the first time I met with the counselor to do the educational plan that was very positive. They took the time to listen to me and to gather all the information that I need to take so I wouldn't be taking classes I didn't need. They helped me out a lot and helped me with my career planning and everything.

Ann: I recently had a positive experience with [an EOP&S counselor]. She's wonderful. I had not committed myself to any particular EOPS counselor. Seems like every time I got one, they left. So when I had my first appointment for this year it was with her. I didn't know her, but she is so pleasant. She is very helpful… She can't just say I see you next time; she gives you assignments to get done before you come back, and so I like that. It's positive and it's very helpful. It gave me sort of like a guideline for my own program and the things I have to do to succeed in EOP&S and college. Gave me control over me instead of just attending meetings.

Kevin: One of the great positive things about EOPS is like I can come in on Monday and have an appointment Thursday to see the counselor. And I do have a pre-picture on when to study and activities so that appointment is not on top of my head. [EOP&S] Staff always reminding me, very politely, they page me—they call me.

10. Briefly discuss any positive or negative experiences with other departments?

Ray: I have a problem with a counselor I had, not an EOPS counselor but at general counseling.

Rick: With general counseling or EOPS?

Ray: Not an EOPS counselor, but the other counselor—the regular counselor. I don't want to point a finger at who the person is... I don't know—I went and talked to him. It seemed like he was just passing time. I go sit there and listen to him. I just wanted to get over that meeting with that person. But when I talked to another person and made an appointment and I was sitting down, and I was seeing this other student that went to talk to that person and the same thing happened to him for a minute—and then he called the next person for a minute.

Facilitator: Clarifying drop-in counseling or appointment counseling.

Ray: It happened only once for appointment counseling but the rest is good. This just happened with one particular person.

Pat: I have the same problem, but this was an appointment that I drop in and the lady was very vague—like real brief.

Facilitator: Was that an EOP&S counselor?

Pat: No, in general counseling. I was more kind of lost more so than helped. I was really confused after that time. Then I came back on a drop in and I actually got better help, … and I thought they were supposed to be more organized and carefully pull out your folder and understand a little bit about you...

Mike: Admissions. When I go to Admissions, I feel like "lets go." I might have several questions for them to answer and is like hurrying you up. It's kind of going to the DMV—lets move it on. Lets go. "We don't have too much time left to answer all your questions," and I feel like they are going to leave me there with all my questions unanswered more then once.

Kevin: I had a bad experience with the Campus Police. Last semester, I was coming out of this parking lot right here in the corner, and I was running out and turning right. Whatever it was, if I was guilty or not, that really didn't matter. It was the attitude that the police office came at me. I thought he had a gun or something because the way he came and the way he approached me. Whatever I did, it wasn't so serious whether I was guilty or not, and my major is carpentry and I got tools. I got measuring tape and the dude is asking me what are you doing with this screwdriver? What do you need this for? What are you asking me this for? Are you going to write me a ticket or what? I am a student. You have seen me on campus before [the police officer]. What is all this interrogation for? What was I doing? Speeding? Or was I walking on campus with tools? The way he came at me, he just totally made me feel different with police staff, and I still feel that way, but it is not with all of them. I respect everyone, but police— it's like the Long Beach Police.

Joe: I had a bad experience with the campus police last semester. It was a legal U-turn and the officer gave me ticket. "I wrote you a ticket, just take it," but I shook his hand and never did that before. Shake his hand (you know), … that was my bad experience with the police.

Ann: I have a bad experience every time, after I pay 15 dollars for a parking pass or whatever you call it. And then there is no parking anywhere, at any time. And mostly because I do work, and I have to come to school at night, and the only way I could literally get parking here is—I have to be at 7:00 or 7:30 at the latest or earlier. I actually got involved counseling sessions and discussed the parking issue here at the Liberal Arts campus. Why are they still charging for passes or parking fees? They know there is not enough and there is so much staff parking with no cars parked in them—it's ridiculous. Why they don't post every parking space for after four p.m.—open parking, but they don't do that. They only open some spots and you're late for class and it affects your grades.

Ray: I think that the department policy is kind of wrong. Police officers would be able to take it like he said. He should be able to write a ticket, but that's it. And I think it's a department policy that the police officer should not ask him about his tools on his seat, and I think it's a department policy that the officer must write a certain amount of tickets and that's why this officer was totally out of order. This student made one mistake or just let it pass by and say—just follow orders by the head department. [Note, this is a student's opinion of the situation with another student above.]

11. Describe any positive or negative experiences with the faculty?

Ann: In my first semester, I had an English 1 instructor that verbalized her racism to the class and she eventually was saying that she didn't think certain people had the learning capacity as other people. But it was obvious that she thought and felt that way but toward the end of the semester, she verbalized that. I couldn't believe it that she actually said that to us. Whatever we think, we could go and report her—that she has been reported before. She will keep her job because she is a good teacher… I can tell people that asked me which teacher I will recommend, and I literally will tell them, don't take that teacher because she … She didn't personally attack me, as a matter of fact, I think in one way, she kind of use me as an example to say that this is an exception to the rule. She was literally just raved over me and my grades and that would perturb and irritate other students. You can't just do that. You can't say this is a model student and just push that in the face of everybody else, because that will cause the other students to feel less important or to feel insignificant, and although she did that, where as it might of have been something honorable. Yet at the same time, it was something I thought was very distasteful. And in addition to her verbalizing her feelings and her passion, she literally would say it—"if you don't know how to speak English, you need to be in a class that teaches you English before you come to my class. And some of you here, you do not need to be here, but you got to go. I am sorry. It's just the way it is if you don't know English. You shouldn't be here, and if you learn it and if you don't speak it well, you shouldn't be here." So this is English 1. She was recommending that they go to ESL, some of them English 105, and some of them go back to whatever other level they go to. She was upset. She said these things and she said these things to the class. But I didn't bother reporting her, because she has been reported before and she has kept her job because she tells the truth.

Kevin: In a summer of 97, I believe session English 801, a negative experience—I guess it was a bad experience. And we have millions of books that teachers can teach the students from and one particular book call the Martian Cartel, it's a book with many stories—SCI-fiction. The book, a very well written book, but in the book, it degrades the race, in particular the black race. It's only in one chapter though, but it's like, it's the most interesting chapter we should get to it. And then the teacher, she reads through it and she said, "Oh, this is a lovely book. Its well written book." But when you get to that part, your whole tension focus on all the obvious degrading of the race. And like I say, that is the most interesting part of the book. Why are we learning from this book if we have so many writers that write very well, but they don't have to write and degrade a particular race to make their book to make it interesting. Why do we have to learn from this book and why do I have to write a report on this and why I have to read I went through that, and I never did my report on that class.

However, we have people on campus like [student mentions the names of student services staff and a dean], we have all these motivational people that I look up to everyday. I speak to [top level administrator] that really motivates me that I consider very successful, and I would like to one day be where they are and I consider that very successful… I know that there are more books that would take a particular race and emphasis on degrading them, but it doesn't mean a lot to the teacher because it is well written. But this campus, this school right here, is probably the most diversified campus in California. So I think they should choose our text more carefully.

Pat: I found that some faculties have a positive impact on us, personally [mentions the name of a dean]. Also [mentions a counselor's name], she helped me to be persistent, it was like I was her daughter. I was really sad one day and she was really helping me like I was her daughter.

Ray: I had this one instructor, I don't want to say he or she, but lets say she never came to class half of the time and we still got a grade on it. She didn't even come on the final… I came to learn and she is not doing her job and she is gets paid too, and I don't think it is fair. I go here as well as she goes there every single time, and even on the final she didn't even come. And we took two exams and the substitute who took over and when the test came, we actually cheated. The instructor — the substitute, walked out and we actually cheated. Even if I cheated, I wasn't learning anyway so I was wrong by cheating because I came here to learn. In the long run, I was cheating myself I think we should have complained about the instructor without the instructor knowing who the student [are].

12. If you were the director of EOP&S, what would you change to better serve students?

[Facilitator repeats question] If you were the director of EOP&S, what would you change to better serve students?

[Back of the recording tape.]

Ann: Be able to interact as things occur for students to be interactive with staff, with the administration. To share information as it occurs as oppose to waiting for counseling sessions or as opposed to not having an attitude for a quick question.

Pat: I would [increase] the staff for the amount of students that we have.

Kevin: I have a daughter that goes to child care center right here on Pacific Coast Campus. Now there are two child centers. There is one that is actually on the Pacific Coast Campus and there is one on King's Park across the street my daughter goes to. The one at King's Park, although we look at the racial diversity, there pretty much the minority. The majority—the blacks, the Hispanics, the whites, the Asian kids—if you go across the street to the PCC campus, the children in those classes are all white. I don't know what the difference is. I just know that they suppose to be children in a childcare program. Now whatever they are doing different, I think needs to integrate with the children. Because the soon[er] my daughter gets out of there, I want her to get around all the races. I don't want her to be with one particular race. I want her to integrate and respect all cultures.

Facilitator repeats the question: If you were the director of EOP&S, what would you change to better serve students?

Mike: Seems like EOPS is understaffed during finals or at the beginning of the semester, and I come here to make an appointment and it takes sometimes two weeks.

Facilitator: For recording purposes, what I hear is that—correct me if I am wrong, you want to have like walk-in counselors and more staff or more offices, more staff.

13. **If you were the President of the college, what would you change to better serve students?**

Kevin: What I would like if I was the president of the school, I will be on the Pacific Coast Campus project. I brought it up, but I think would make this school a lot better because LBCC is like USC—all in this wonderful state.

Facilitator: Or UCLA.

Kevin: Or UCLA. And I think both campuses, we need to put an electrical sign like one of those electrical signs that advertise. I like one…right here on Clark and Carson, and the one Pacific Coast Highway and Orange—three dimensional. The ones that you can see the three sides. The Pacific Coast Highway is a major commercial street people travel down to PCC... [Instead] they see this tree. They see all these cars, but they really don't know that is a parking lot right there. They don't know anything about it. You know right here it is major [project]. I know it cost a lot of money to build, like $40,000. If one sign, along with all the wiring to get the sign done, [because] we are a major school. We need to start advertising… We have high schools and other colleges that have the signs because they talk about it. They talk about for the next 15 years... Plan… the enrollment rate will go up from all this advertising.

Joe: If I was the president of the school, I would create a bigger facility…

Ann: Add more PC computers or IBM because everything in the general lab is Macintosh. And I found out the reason why—because they are all Macintosh users—the guys that work in there. There is no other reason. They order what they like. But what about the people that use the commercial roles? Unless you are there doing commercial developing or some kind of serious lockable [can not comprehend], you are using the MAC and it is so crazy that they want all the MACs in there. They are trying to convert people, no? I don't want to be converted. I mean really.

Do you have any additional comments you would like to add?

Pat: Sometimes I feel that there should be a little bit more safety. I don't know if this campus releases parties' awareness or anything. On occasions, I feel like I've been harassed. I felt like they say that cheerleaders, we were harassed, and I felt like nobody did anything. That is all I really felt like—nobody did anything.

Ann: I would like to know the stipulation of how and who would qualify for EOPS. If you are a person who that qualifies now, me, I got this letter saying I was not qualified because of my home.

Facilitator: [Addressed EOP&S Title 5 eligibility requirements]

Facilitator: I would like to thank you. Take your name tags off. I would like to reiterate the importance of confidentially, and may I remind you that confidentiality of your name and your social security number… Good luck and thank you very much.

FOCUS INTERVIEW GROUP TWO, 5 P.M.

Brit (female, African American), Sing (male, Asian), Lisa (female, white)

Facilitator: Ricardo Perez (Rick)

1. **Why did you enroll at LBCC back in the fall 1997?**

Lisa: I enrolled in the classes of Long Beach City College because I live here and because I wanted to get somewhere.

Brit: I enrolled in Long Beach City College because all of my children are now full grown and I wanted to get back with it…Long Beach City College is in my community and so I enrolled.

Sing: To learn more English and how to fix a car.

2. **What are your goal expectations? What are your aspirations or dreams? Why the difference (if any)?**

Brit: My goal expectation is nursing. I wanted to be a RN and eventually the more I learned, I want to be a teacher.

Sing: My goal is to be an auto mechanic maybe later on I will have my own business.

Lisa: My goal is to become a nurse practitioner attending the RN Program at Long Beach City College.

Facilitator: What are your aspirations or dreams?

Brit: My aspirations and dreams are to get the education that I didn't get when I was young because I chose to raise my children and not to be out of the home. And now that they have their education, I want my education.

Facilitator: If you had your wish about your dreams and aspirations what would it be?

Sing: I just want to be an auto mechanic and get a certificate in that and work in that.

Facilitator: So you want to get a certificate in mechanics?

Sing: Yeah.

Lisa: Aspirations and dreams want to make parents happy and proud of me. I want to get a degree also and get a place by myself.

3. What was the primary reason for your decision to continue LBCC? Or what was the primary reason for your decision to leave your enrollment at LBCC?

Brit: I do have a goal. My first semester was real simple than what I expected it be. The main thing was to show up and continue. My needs were being met financially with the services at Long Beach City College. My books, everything, was free. I hadn't gone to school in 30 years. So coming here wasn't easy, but the teachers and the services were very motivational.

Lisa: When I came over and attended LBCC, I did not know what I was doing. I didn't know about EOP&S, but then other people I hang out with shared with me about EOP&S.

Sing: I continue, because I want to be successful in my future.

4) How did you academically involve yourself with the college?

Brit: When you say academically, as far as learning? Yes, I got a tutor in math and my counselors and the assessment. Here at this school, the testing helps to show you where you are. I had to go to the instructors to help me with the problems that I had or other students explain to me…the different ways...

Lisa: The transfer center, student center, and the learning center.

5. How did you socially involve yourself with the college?

Brit: Now when you say socially? [Student was pondering about the question but did not add anything.]

[No feedback from the three students.]

6) Which EOP&S services helped?

Brit: The counseling — counselors. My counselor helped me to go to … [could not comprehend from the tape recording]. She is the one that helped me set the pace. What I was supposed to take each semester according to my needs. Maybe she helped me to understand if I want to move something from the year 2000 to 1999 or vise versa, then I could plan how many units I would take and how many classes I will take that semester. EOPS has really helped. EOPS is my support group.

Sing: Go to the counselors and they plan my schedule for classes and for my major, like how many units I'll take etc. They keep me on track

Facilitator: Any other services?

Lisa: I was surprised, but Learning 11. Counselors helped determine a major. Book grants to purchase book. Progress reports so I could stay focused.

Brit: I need to reply. The book grant — that was a big help. It was a blessing. It was a big help.

7. Which EOP&S services did not help?

Sing: I think that they all helped.

[No one else contributed to this question.]

8. Which EOP&S services were missing?

Lisa: Um, well we started the semester out with the orientations that are not working out for me very much.

Brit: I tell you one thing that I found. I would like to see a review of the policy. To begin EOP&S you must take 12 units, but then it just that a lot for some people who are old, young, and different, and its like we must rush, rush, rush for the 12 units. And some are not or aren't capable. I think that can be reduced [the units].

9. Briefly discuss any positive or negative experiences with the EOP&S program

Facilitator repeated the question: Positive or negative experience with the EOPS program?

Lisa: I can really only respond with positive experience. Counselors and staff are always trying to help students.

Brit: I like to meet with the counselor because they give me support... When I see them, I feel positive.

10. Briefly discuss any positive or negative experiences with other departments

Lisa: It was negative at general counseling, because they gave a list of classes that I did not need to take. They did not provide enough help. I felt more confused, like lost…

Brit: The only negative experience that I found was coming back to school. I had to take the assessment tests…the Assessment Center. I felt alone. I don't think anyone cared. I felt rushed. I thought about the other students…the young ones—how do you think they feel… Oh I had a lot of other positive experience.

Sing: When I first came here, I didn't know anything about this college, or where to go, till I got to EOP&S. There, they told me…

********DUE TO TECHNICAL PROBLEMS, FIELD NOTES FOLLOW THIS SECTION FOR QUESTIONS 11-14********

11)Describe any positive or negative experiences with the faculty

Brit: Positive and Negative Experience. I have had pretty positive experience with the faculty... I found that within this semester... He is a good professor—don't get me wrong... When profanity around...in generally... I don't think that type of language... "I don't give a shit if you are going to be here as long as you turn in your homework." [Quote from Brit of faculty member's language]... I don't want to see my grandchildren to experience...because not everyone uses that kind of language.

Lisa: Negative on a bad teacher. Example: First test, a lot of students failed the first test. The teacher had no teaching skills. No agenda planned for the class. The teacher didn't know any answer to most of the students' questions. The grading system was unfair.

Brit: With regard to the instructor... you are no longer in high school. You still need people to care about what you are doing...to help you along... Don't mark it against you... They are accomplished—they have their degrees... It is almost like a game...and that is not a good thing.

12. If you were the director of EOP&S, what would you change to better serve students?

Brit: I if I was the director of the EOPS, I would examine the criteria of the number of units that are required... I would examine the front office personnel... Everyone should be handle with respect...as we don't know anything... The clerks, or whatever you call them, for the student welfare… As director, I would personally… I can only speak for PCC.

13. If you were the President of the college, what would you change to better serve students?

Lisa: There are two things if I was the president… The hiring of the professors… I would see how good of a person they are…probation… As a president, I would put a clause that they…not use profanity… And the next thing I would do…I would look at the seating accommodations… I would examine the seating arrangement.

Lisa: Hiring of faculty. Making sure that teachers/faculty take a personality test.

Do you have any additional comments you would like to add?

ENDING and CLOSURE

Focus Group Three

Students: Joy (female, white), Gee (female, Latina), Sam (male, Latino), James (male, Asian-American), Kim (female, Asian-American)

Facilitator: Ricardo Perez (Rick)

1) Why did you enroll at LBCC back in the fall 1997?

James: I attended LBCC because it's the closest school to my house...

Gee: I enrolled at LBCC because it was close to my home too, and also because I wanted to get a better job.

Joy: I chose LBCC because of the nursing program. They have a one-year and half waiting list compared to the other schools.

Facilitator: Which is a lot shorter than?

Joy: Cypress has a three year waiting list and Golden West is a little bit too far, so I chose this program.

Sam: Yes, I chose Long Beach City College because…my major is psychology, and to be in a university, I have to be in English as Second Language program. And I chose Long Beach City College because it was closer to my house.

Facilitator: Okay, thank you, I have, oh I am sorry Kim.

Kim: I chose to go to Long Beach City College because I want to get AA degree, after that transfer to a university.

Facilitator: Okay, the second question is really like a three parts question. The first one asks…

2) What are your goal expectations? Who wants to answer that?

What are your aspirations or dreams? Why the difference (if any)?

Joy: My goals, I would like to get an associates in nursing, and transfer to Cal State Long Beach, and get my bachelors. And eventually, my long-term goal is—I would like to get a masters, and teach college math level so I would double major.

Facilitator: Okay. So is that the same as your real dreams—your aspirations?

Joy: Yeah. I always wanted to be a nurse. So after 15 years, I finally decided to go back and fulfill my dreams.

Sam: After a year, I came to Long Beach City College, I decided to get an AA degree in accounting. Now I am starting at Fullerton College to get my printing certificate and now I want to transfer to Cal State Long Beach to get my psychology major.

Facilitator: And what is your aspiration or dream?

Sam: My aspiration is to do what I have to do—do what I love and what I need. What I have to do is try to control my finance, which is accounting. What I love to do is printing and that is one of my passions. And what I need to do is help people and I think psychology field is one of the fields to help people—children and many other people.

Gee: My major at Long Beach City College is accounting and I have a dilemma about a four-year school. I want to study criminal justice or international business.

Facilitator: What is your real dream though? I mean, what would you do if you had your wish—your aspiration at the end of the tunnel?

Gee: I like to help people—you know, so that everybody has a fair opportunity. But I also want to get my own business—so to own my own business.

Facilitator: And accounting will get you to that?

Gee: And international business also.

3) **What was the primary reason for your decision to leave LBCC back in 1997 and spring 1998? Or what was the primary reason for your decision to continue your enrollment at LBCC?**

Gee: I was so excited with the program at Long Beach City College. This is my first time studying in this country. So I want to get my goal, which is to get my AA degree and that's why I continue into the spring 98.

Sam: After a year, I came to LBCC. I wasn't sure to continue my dreams. So because I am the oldest in my family, it was hard for me to get a job to pay for books for my school. So I was thinking about getting a job, and after two years, saving money and coming back to school.

Facilitator: So, I'm sorry. Sam you worked for two years before you decided to go back to school?

Sam: No, actually I came straight from high school. But, I was almost dropping college.

Facilitator: Over what?

Sam: Economic reasons.

James: I continue because whenever I start something, I always want to finish it, and I don't like to take breaks in between. I like to go all the way through.

Joy: Well I continued because, I was finally able to get myself on the Nursing waiting list. I really like the campus and I heard they have the best Nursing program.

4) **How did you academically involve yourself with the college?**

Joy: Well, I tutor for the college now.

Facilitator: Oh, you're a tutor now.

Joy: Yeah. I tutor Math 110 for the program, and I really love that.

Facilitator: Okay, any others want to talk about how they academically involved themselves with the college?

Sam: Being in school and working is hard for me, and actually my GPA is low—a 2.00. It's really hard for me, like, to study two hours per unit.

Facilitator: How did you get the two hours per unit rule? Where did you hear that from?

Sam: Actually from many classes. Actually at the syllabus time, the first time they tell us—okay, this class is three units, and you need to study six hours per week. What I do most of the time, I spend an hour in each class and then I do all my homework and all the stuff at my job.

Facilitator: How many hours do you work at your job Sam?

Sam: Sometimes I have various schedules and I am on call for two jobs. Sometimes I work, let's say 40 hours. Sometimes I don't work none.

5) How did you socially involve yourself with the college?

Gee: What I do at the PCC campus is that everything new that I know [is because] I talk to my friends. So I talk to many friends about financial aid, about the EOP&S, about the counseling office, and yeah, that's what I do.

Facilitator: So, you talk to your friends.

Gee: Yeah, so I try to help them to know what I know already to take advantage of the college.

Facilitator: This question, and I have to elaborate on this, is leaning towards whether you are involved in student clubs and organizations or anything like that.

Sam: In my second semester, I was at Long Beach City College. I [got] involved in a club so I realized it was impossible for me to assist in their meetings because of my jobs. Sometimes, I had to work and spend a lot of time being with friends. So I decided I just go to school and make friends sometimes in class and outside, but I really don't socialize because I came to school just to study and then I go back to work and do my homework.

Facilitator: Thank you Sam. Anybody else wants to answer social involvement. Okay. Now I am going to focus on EOP&S. You are EOP&S students, especially back in the fall 1997 and spring 1998.

6) Which EOP&S services helped?

Gee: The required Learn 11 helped me a lot because I have problems with organizing. My teacher was so nice with me, and she explained to us and she used the book—it's really helpful.

Joy: What really helped me was the requirement having to meet with the counselor two to three times a semester.

Facilitator: Why is that?

Joy: Because whenever I went through a period when I had doubts about continuing my education here, I was considering dropping out for a semester and he was a great inspiration to me and told me not to drop out. All the services, all the help that I need are here, and he was very supportive. So that helps me a lot knowing that he is there, [and] if I ever needed to talk to anybody.

Facilitator: Would you want to share why you would probably consider, and you don't have to—dropping out back then?

Joy: It was just family problems.

Facilitator: Thank you.

7) Which EOP&S services did not help?

Gee: I find the book voucher, the requirements to see a counselor that helps [me] and the peer advisor.

Facilitator: So there is no services that you can think of that did not help?

Gee: I don't think so.

Facilitator: Is there something you question?

[All nodding]: No. No.

Facilitator: Kim, anything on your mind? James? [Attempted to get non-participatory students to engage.]

James: No.

8) Which EOP&S services were missing?

Sam: Actually, I miss counselor's advice because what I did…, I wasn't very interested in school because many problems by being the oldest in the family. I was just like trying to support [myself] economically, and what I was thinking—it was just like trying to get a better job. But after a year, I decided to come to school and actually last week, I interviewed with my counselor. It really helps me and he really brings me back.

Facilitator: So that helped you. Okay, this question addresses which services were missing. In other words, let me rephrase this. Which services we should be offering to you that we are not offering?

Gee: I don't think it's about missing services, but so many students want to be in the EOP&S program but they can't, because they have to be on the financial aid also. So I think that is a real concern for people who want to get a counselor more involved and the book voucher from the Bookstore.

Facilitator: I can explain to you the reason why—it's part of the state requirement. Why don't we go to the other question.

9) Briefly discuss any positive or negative experiences with the EOP&S program?

Gee: Yeah, I had an event with my counselor in 97. I was a little late to the appointment, but also I did not bring my file [educational plan].

Facilitator: Okay, what happened?

Gee: She was mad with me. And I mean I understand her, but she should have gone to the photocopy machine and made a copy for me. That's it. It takes five minutes to make a copy for me.

Facilitator: And what happened? You want to describe the situation?

Gee: Yeah, that is what happened. I went [to counseling appointment] and if you have your file, you are late ten minutes.

Facilitator: You were late ten minutes.

Gee: I was late ten minutes and I didn't have the file [educational plan].

Facilitator: The educational plan?

Gee: Yes. And, actually I didn't have questions about my education file. I had questions about something else, but she didn't let me out. That's the only thing she needed and we had to reschedule the appointment. But I think we should have just got a copy of the educational plan from the file because sometimes [pause]. Actually, I didn't know that after the first appointment. I didn't know I had to keep… the paper.

Facilitator: The educational plan?

Gee: Yeah, so I missed placed it and I couldn't find it that time.

Facilitator: Are you still seeing the same counselor?

Gee: No.

Joy: Every time I see my counselor, it has always been a positive experience. He's very supportive. He's always on top of things. So if ever I had any questions about my education, any classes that I may or may not need, he was always on top of things.

Facilitator: Is that PCC or LAC.

Joy: No, right here [LAC].

Facilitator: Anybody else, positive or negative?

Gee: Yeah, positive. My counselor speaks my first language and sometimes . . .

Facilitator: And that language is?

Gee: Spanish. So sometimes we understand our real issues under our own language, and she very helpful.

Facilitator: Who's the counselor?

Gee: [She mentions the name of the counselor.]

Facilitator: Now you're at PCC, but you come to LAC? [Estimated 7 miles]

Gee: Yes.

Facilitator: To see [name of the counselor].

Gee: Yes.

Facilitator: How did you know about [the EOP&S counselor's]?

Gee: Ah, because I was missing a counselor who speaks Spanish from PCC. So I requested one and they said only LAC, and that is why I come here for my appointments.

Facilitator: Anybody else wants to share the positive or negative experiences with the EOP&S program?

Gee: The only negative that I see, is that at the PCC, the counselor is in one building and the office is in another building. So every time that a students wants to see a counselor, he has to run to the office [EOP&S] to say that he is there and go back to the counselor's office [another building]. That's precious time, you know, because the counselor wants people on time, and people are running back to the building.

Facilitator: James or Kim do you want to share anything. [Both students are Asian Americans who have not actively participated.]

James: All my counselors' meetings were all held here [LAC]. I never had meetings over there at PCC, and all the meetings that I had here with the counselors. I think I met all the counselors. Every time I had a meeting, it was a different counselor, and all the counselors, they helped me very much. They would ask me questions, or if I had questions to ask them. They were always very helpful.

Kim: One of my appointment counselor at LAC is [she names an EOP&S counselor at LAC]. She is very helpful to me and nice. I didn't know how to get my class, and she is the first person to show me how to get my class, and did everything for me. Every time I had questions, she would always answer my questions, and when I don't understand anything, I ask her to just give me her opinion and she gives me an example. She shows me this or that, which gives me more of a better understanding of the college. And I want to say thank you to her.

Facilitator: The other question here is now looking at Long Beach City College as a whole . . .

10) Briefly discuss any positive or negative experiences with other departments.

Facilitator: Joy, your hand went up quick.

Joy: Well, I had psychology with one of the instructors on this campus here, and he seemed really hell bent on converting the students to evolution. Every day when he started class he would just—that's all he would go on is evolution and that we had evolved, and that was a major topic. If anybody would have mentioned Christianity at all, he would get really mad, and say that Christ is just a fantasy. That we all evolved and that it just our fantasy and our dreams. So that was really frustrating for me because that did not—to me, it was not psychology. It was his own personal feelings and opinions.

Facilitator: He was teaching evolution in a psychology class?

Joy: Yes, every day…, he would touch up on that and he asked a question what is your greatest joy in life? What makes you happy? And this girl responded that it was her relationship with Christ, and his remark was, "That's just your fantasy; that's not reality."

Facilitator: How did other students respond?

Joy: A lot of the students, they really wouldn't say anything to him, and I know I made a comment on one of the quizzes. He wanted to us describe evolution, and I made a sarcastic comment, and he got extremely offended.

Facilitator: You want to share that comment?

Joy: What is evolution? What does evolution mean? And I made a comment as a joke, I put, "From who do you by way of the zoo." And he got really, really mad. He brought it up in class and he said, "An ignorant person that is really is not educated, does not know anything, put that 'From who do you by way of God.'" And he completely read it wrong. He got mad, and he really did not like me for the rest of the semester, but I didn't care. He had a lot of personal opinions, and he really tried to convert everybody else to his views of evolution. So I thought that was very unprofessional on his part.

Facilitator: Thank you for sharing that Joy.

James: I took auto mechanic for a semester, and the instructor that I had did not know anything. Whenever he would go over something in class, he would go to this one student in class — which I guess was probably in the program, in the auto mechanic program for a while. And every time we would go over something in class, he would turn to this student to ask him to see if what he was going over is correct or if it's not correct. And I was thinking to myself, why would he be asking the student since he is the instructor — why would he turn to a student to see if the answer to a certain question is correct or if it's not correct.

Facilitator: Did you continue your enrollment in that class?

James: I continued for a while and then I thought to myself that I think this is not getting me anywhere. So I eventually ended up dropping the class before the withdrawal date.

Facilitator: How did the other students feel about that?

James: They were okay with it. Most of the students in there, they just kicked back and just enjoyed the class the way it was. They didn't really care about how the instructor was teaching.

Facilitator: Okay, any other positive experiences with departments or negative experiences?

Sam: A positive experience was with the ESL department.

Facilitator: Which is located at the PCC campus.

Sam: Yes, PCC. I mean, all of them—every single teacher, every single substitute—they love to teach. I realized that they may only spend the hours, especially in the room—the classrooms. They used to spend when we need more practice, if we need more help. They stayed there and they didn't care if it was going over time for them, or even if its raining. They say, "If you need any help, just ask me a question and I'll answer to you." I really enjoyed all of them, and I realized that they are really teachers.

Gee: Yeah, I share with him [Sam] the ESL teachers. They are really helpful. They really care about us. So I was so disappointed when I came to LAC to take general education classes. I find the teachers [LAC] so dry with me because they don't care because the PCC campus, the ESL teachers are so good, especially [student names two ESL instructors].

Facilitator: What do you mean they're good?

Gee: They care that you really learn. And like he said [Sam], they take from their own time to help you, to make you understand what they are teaching, and how to take advantage of the opportunities to study at Long Beach City College.

Facilitator: And LAC, you mentioned that it was dry?

Gee: Yeah, I feel that dry because there are so many students here that teachers, most teachers, just care to give the class and they are not more involved with the students. And I have something else to say. I saw this twice just this semester. When a teacher has many jobs and gets a part-time job here, it's just like they don't have enough time to prepare the class. So I found two teachers—they are not really prepared to give the class. They are professionals—they know, but they don't prepare the class.

Facilitator: Okay, you mean they are not prepared to teach the class or …

Gee: The specific knowledge of that class.

Facilitator: Oh, they are not prepared to teach the subject matter.

Gee: Exactly.

Facilitator: If I'm wrong folks, you have to stop me for the purposes of this discussion. Any other positive or negative experiences with departments? Okay, well, you answered some other question…

11) Describe any positive or negative experiences with the faculty.

Facilitator: It seemed like we skipped the departments and started with the ESL department and went right into the faculty. That is still opened as a question with the faculty. Anybody else wants to add anything?

Joy: There's a certain math instructor who teaches Math 815, and when you get out of that class, you are supposed to pretty much be prepared for Math 110. But he doesn't get any further than the fourth chapter in the book. And I spoken with a lot of the students, since I tutor 110 [math]. So they come out of 815 and they're not prepared for Math 110 at all. They're the ones that had this instructor and they say, "Well he never got past the fourth chapter. He didn't finish the book at all. He didn't come close."

Facilitator: How many chapters are in that book?

Joy: Honestly, I don't know, but I took 815 myself, and he was very extremely monotone, really slow, and if any student would ask questions about the material, he would get aggravated with you, and he would make you feel on the spot if you were a dummy. And he didn't really elaborate, or try to give details, or explain the steps to you. So when you come out of that class, a lot of the students that I spoken to, they don't feel prepared at all because they have not seen the materials that's covered in 110 or touched upon in 815.

Sam: I had an experience with a Spanish teacher. Spanish is my first language. So I took Spanish to remember my first language, and just to get a Spanish class. So I took that class and it was one time, and it just happened once. He really put it like if I was a dummy, because they were comparing some words. The word was *to assist*, and she said, I mean he said, "to assist is to help and in Spanish is used to go to some place." So I was really confused because *to assist* in Spanish is almost like *assistir*. So it's like to help and he said, "Na, Na, that's all English." So I came with three English and Spanish dictionaries. They were big [dictionaries] and I showed him that I was right, and I showed them to all the class so they would say, "Ah, it's right." And he would say, "Na, na, na, that's not right—it's just like your thinking." I say, "I have my three dictionaries that say that I'm right." And he didn't look at them. He just ignored me and like let's just continue with the class, and you don't put that in my [cannot comprehend word] you're going to be wrong. So I feel like well …

Facilitator: Wow. Okay, Can we move on?

12) If you were the director of EOP&S, what would you change to better serve students?

Joy: Well, my counselor in particular only works once a week, and it's really hard to get an appointment with him. I would give him more hours. Give the counselors, I mean, have them be here more than once a week.

Facilitator: Which counselor is that?

Joy: [Student names an EOP&S counselor.]

Facilitator: Okay, [the name of the EOP&S counselor] is a full-time instructor at [XYZ College], so he chooses only to work half a day. You like [name of the EOP&S counselor] to commit more hours, and that's what I'm hearing.

Joy: Yeah.

Facilitator: I'll go to him on that. If you were the director, besides giving [name of the EOP&S counselor] more hours, what else would you change?

Gee: Maybe to add a counselor at PCC who speaks Spanish.

Facilitator: You would like to add that recommendation—I like that. Any others? This is your program, what would you change?

Sam: I would like to have—like a requirement, but for the whole members of EOP&S just to give us some of … like we are right here [focus groups]—like getting some of our opinions about class [and] about the program. So it can be like to whole group, not only one or just four, it could be like…to give us new information that sometimes we can just…

Facilitator: I don't want to speak for you Sam. Am I hearing that you want for EOP&S, if you were the director, that you would require all students in EOP&S to participate in something like this—focus group interviews?

Sam: Yes, and to give us like, if there is new information, to give us how's the program doing. How can we support it?

Facilitator: Okay, and at the same time give students updates what we're doing in EOP&S. Over 2,000 students?

Sam: It's possible. If it can't be a requirement, give it as an option.

Facilitator: Perfect. I hear you. Okay. Any others? You are the director of the program, what would you change? [Long pause] Here's something better . . .

13) **If you were the President of the college, what would you change to better serve students?** [Long pause]

Gee: I am thinking about the parking lots. Sometimes we don't find where to park on campus. Sometimes we are just in time to go to the classes, and you don't know where to park.

Facilitator: Now is that PCC or LAC?

Gee: LAC. At PCC there is always parking.

Facilitator: So if you were the President, you would change the parking situation?

Gee: Yeah.

Sam: If I were the President of the college, I would…charge $15.00 per unit…[to] get more teachers…, even though I prefer to spend two dollars more per unit.

Facilitator: Why?

Sam: To have more options for classes. All the petitioners, it's hard to be a petitioner because even though you are a petitioner, the whole class is full, and even though there's more class sessions, they don't give you an opportunity to choose really [an] adequate schedule.

Facilitator: Okay, correct me if I am wrong, but you are saying that if you were the President, you would offer more classes?

Sam: Yes.

Facilitator: Because you are tired of petitioning for classes all the time?

Sam: Yeah.

Facilitator: Because they are filled or closed?

Sam: They are closed and even if I have to make a change in my schedule, it's really hard just to change a class. If I wanted to change a class, I have to change my whole schedule.

Joy: You know I think should be changed—the instructors that teach math 805 and 815. I hear that they also have to have their masters, and a lot of the instructors that teach 805 and 815, they also have to have their masters. A lot of the instructors that teach 805 and 815, they're doing it unwillingly. They don't put their heart into it because it seems like it bores them. I would probably get an instructor probably with a bachelor's rather than a master's and let them teach 805 and 815 because I do not believe you need a masters to teach 805 and 815. Their hearts [are] not in it. They become very monotone and the students end up paying for their dislike of teaching that class. They are not helpful to the students. So I would not put an instructor with a masters. I would have them teach a higher level.

Facilitator: Okay, as a President you would do that. Now let me elaborate on something. You said more than one class, so you experienced this in more than one class in math?

Joy: Ah, in the lower levels, the 805 and 815 students that I have spoken with [as a tutor]. I personally had 815. I had a teacher that he would come in, I signed up for statistics – so when the class started, he did not have an instructor and the guy in charge, the head of the math department said, "I'm not your teacher. I am just filling in today." It went on like that for almost two weeks. They couldn't find anybody to fill it and he finally came in and said, "Oh well, I'm stuck, I have to teach the class." He did not want to be there.

Facilitator: Thank you Joy. Yes Gee, if you were the President, what would you change?

Gee: Yeah, what is really important for ESL students is to add and to require pronunciation classes.

Facilitator: They don't have pronunciation classes?

Gee: Just one – 815, and it's not required; it is an option…

Facilitator: You found that very helpful?

Gee: Yeah, because I took it one time and now the machine [touch-tone registration] said I can not take it again. And I need it because many times the teachers do not understand what I'm asking or what I answer because of my pronunciation.

Facilitator: Well, you are doing a great job today.

James: The things I would like to see changed—is the cafeteria. I would like a different variety of foods, for example—Burger King, McDonald's, or some other food company. You come here and [can not comprehend], you know Taco Bell and the Chinese food, it's like, after a while you get tired of it. You want something different and sometimes when I want something different—I go off campus. For example, Jack in the Box, and sometimes I have two classes that the times are so close to each other, and I don't have enough time to eat and try to make it back late. And the instructors, they don't like that. Like entering the class and disrupting when they're teaching.

Facilitator: Thank you. Try to change the cafeteria here by adding more variety. Yes, back to Gee, you are still the President.

Gee: I want to change something at PCC, I would open the library on Saturdays.

Facilitator: They don't have the library opened on Saturdays?

Gee: No, they don't have the library opened on Saturdays.

Facilitator: Oh Joy, back to you. You are still the President.

Joy: You know what would be really nice to change—remodel these bathrooms, they're disgusting.

Facilitator: Elaborate.

Joy: Well, every time I go there, the one right next to the Nursing department — they're so filthy. They're really old—the tiles, the toilets always flooded. The water there, sometimes comes out in a trickle. It's disgusting. I mean, I just turn around and walk out. And a lot of the restrooms are like that. Across the street — the portables, those are nice because everything is all new there, but ah...

Facilitator: You end up crossing the street just to go to the restrooms?

Joy: Yeah, yeah, I've done that.

Facilitator: Wow. Interesting.

14) What would make you stay and prevent you from withdrawing from college again? Now, if you dropped out you would answer this. If you didn't, you wouldn't answer this of course. I am assuming that you didn't drop out in the fall of 1997? Right?

[Students' head movement left to right indicating a NO.]

15) Last question, do you have any additional comments you would like to add? Opened to whatever you want ...

Gee: Yes, at the beginning, when the students are making the first appointment with the counselor. The counselors, in general, should spend more time explaining to a student about the GPA, about the completion ratio.

Facilitator: The completion rates?

Gee: Yeah, because I didn't know about that until I know I was on the Dean's List. And then I started to worry about my GPA, about my completion rates…

Facilitator: When you got on the list?

Gee: Yeah, because on the first summer, I got a B, and I could get an A if I knew how important it was on my GPA. They [counselors] should explain that to new students.

Facilitator: Was it covered in Learn 11?

Gee: In Counseling 1, it was covered.

Facilitator: What about Learn 11?

Gee: For EOP&S students, but for other students, that course is not required.

Facilitator: But Learn 11 is required.

Gee: Yeah, but for EOP&S students. I mean for every new student.

Facilitator: Oh. For every new student to talk about GPA and completion rates.

Sam: I think I am agreeing with her, but to make a lab or something that is for beginning students. Even though for students who are in college, because I spend at least a year just to understand Long Beach City College process. And…every day I am learning something new.

Facilitator: What would you recommend?

Sam: I know there are summer programs and I assist to [can not comprehend]. Besides that if there could be the Learning Center, there could be labs, something, or somebody to assist with our questions. At the beginning, I had a question every day, so…

Facilitator: So, where did you go for that to have them answered?

Sam: I went to counseling, and sometimes with the teachers. They really helped me.

Facilitator: Was there any time where you didn't have your questions answered? [pause] If you had two questions, but you couldn't get to a counselor, you couldn't get to a teacher, and there was not another place to go to?

Sam: Actually, I used to be confused all the time, so it was the end of the semester, so all the counselors were full [appointments booked]. And what I did, I ask my friends. I don't remember specifically which one was it, but they confused me. Even though they tried to help me, they confused me [friends]. Sometimes they say something [can not understand] … if there could be a lab or something similar.

Facilitator: Okay, great recommendation. Anything else folks? [Long pause] Well again, I want to thank you for participating. This was a learning experience and you will get credit for a counseling contact, your second contact. I am opened to you any time you need to get a hold of me—I am the director of the program. I reiterate, your confidentiality—that your real name will not be used or your social security number. Thank you very much.

Gee: Thank you for inviting us.

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